

Main Criteria: Discoveries in Writing

Secondary Criteria: South Dakota Content Standards

Subject: Language Arts

Grade: 4

Discoveries in Writing

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

South Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2018

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

INDICATOR/BE NCHMARK Key Ideas and Details

STANDARD SD.CCR A.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD SD.CCR A.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/BE NCHMARK Range of Reading and Level of Text Complexity

STANDARD SD.CCR A.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/BE NCHMARK Text Types and Purposes

STANDARD SD.CCR A.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/BE NCHMARK Production and Distribution of Writing

STANDARD SD.CCR A.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/BE NCHMARK Comprehension and Collaboration

STANDARD	SD.CCR A.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.CCR A.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/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	SD.CCR A.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/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.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/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.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/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.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.CCR A.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.4.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
GOAL/STRAND	SD.4.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Fluency
STANDARD	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	4.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL/STRAND	SD.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
GOAL/STRAND	SD.4.SL.	Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
GOAL/STRAND	SD.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	4.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

South Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2018

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

INDICATOR/BE **Key Ideas and Details**
NCHMARK

STANDARD SD.CCR Determine central ideas or themes of a text and analyze their development; summarize the key
A.R.2. supporting details and ideas.

STANDARD SD.CCR Analyze how and why individuals, events, and ideas develop and interact over the course of a
A.R.3. text.

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

INDICATOR/BE **Range of Reading and Level of Text Complexity**
NCHMARK

STANDARD SD.CCR Read and comprehend complex literary and informational texts independently and proficiently.
A.R.10.

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

INDICATOR/BE **Text Types and Purposes**
NCHMARK

STANDARD SD.CCR Write informative/explanatory texts to examine and convey complex ideas and information clearly
A.W.2. and accurately through the effective selection, organization, and analysis of content.

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

INDICATOR/BE **Production and Distribution of Writing**
NCHMARK

STANDARD SD.CCR Produce clear and coherent writing in which the development, organization, and style are
A.W.4. appropriate to task, purpose, and audience.

STANDARD SD.CCR Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
A.W.5. approach.

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

INDICATOR/BE **Research to Build and Present Knowledge**
NCHMARK

STANDARD SD.CCR Draw evidence from literary or informational texts to support analysis, reflection, and research.
A.W.9.

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

INDICATOR/BE **Range of Writing**
NCHMARK

STANDARD	SD.CCR A.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.CCR A.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.CCR A.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.CCR A.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.CCR A.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.CCR A.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.CCR A.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.4.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
GOAL/STRAND	SD.4.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Fluency
STANDARD	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	4.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.
SUPPORTING SKILLS	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	4.W.2.c.	Link ideas with in paragraphs and sections of information using grade level appropriate words and phrases.
SUPPORTING SKILLS	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	4.W.2.e.	Provide a conclusion related to the information or explanation presented.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	4.W.9.a.	Apply grade 4 reading standards to for literature to writing.
SUPPORTING SKILLS	4.W.9.b.	Apply grade 4 reading standards to for informational texts to writing.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	4.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.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others’ ideas and expressing their own clearly.
SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
GOAL/STRAND	SD.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
GOAL/STRAND	SD.4.L.	Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS 4.L.1.g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS 4.L.2.a. Use correct capitalization.

SUPPORTING SKILLS 4.L.2.d. Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS 4.L.3.a. Choose words and phrases to convey ideas precisely.

SUPPORTING SKILLS 4.L.3.b. Choose punctuation for effect.

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 level content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS 4.L.4.a. Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD 4.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 03: Unit 2 Writing from Notes, p. 27-34

Language Arts

Grade 4 - Adopted: 2018

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

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD	SD.CCR A.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.CCR A.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.CCR A.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.CCR A.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.CCR A.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.CCR A.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.CCR A.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.4.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
GOAL/STRAND	SD.4.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Fluency
STANDARD	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	4.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.
SUPPORTING SKILLS	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	4.W.2.c.	Link ideas with in paragraphs and sections of information using grade level appropriate words and phrases.
SUPPORTING SKILLS	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	4.W.2.e.	Provide a conclusion related to the information or explanation presented.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	4.W.9.a.	Apply grade 4 reading standards to for literature to writing.
SUPPORTING SKILLS	4.W.9.b.	Apply grade 4 reading standards to for informational texts to writing.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	4.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.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others’ ideas and expressing their own clearly.
SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
GOAL/STRAND	SD.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
GOAL/STRAND	SD.4.L.	Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS 4.L.1.g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS 4.L.2.a. Use correct capitalization.

SUPPORTING SKILLS 4.L.2.d. Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS 4.L.3.a. Choose words and phrases to convey ideas precisely.

SUPPORTING SKILLS 4.L.3.b. Choose punctuation for effect.

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 level content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS 4.L.4.a. Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD 4.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 04: Unit 2 Writing from Notes, p. 35-42

Language Arts

Grade 4 - Adopted: 2018

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

INDICATOR/BE **Key Ideas and Details**
NCHMARK

STANDARD SD.CCR Determine central ideas or themes of a text and analyze their development; summarize the key
A.R.2. supporting details and ideas.

STANDARD SD.CCR Analyze how and why individuals, events, and ideas develop and interact over the course of a
A.R.3. text.

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

INDICATOR/BE **Range of Reading and Level of Text Complexity**
NCHMARK

STANDARD SD.CCR Read and comprehend complex literary and informational texts independently and proficiently.
A.R.10.

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

INDICATOR/BE **Text Types and Purposes**
NCHMARK

STANDARD SD.CCR Write informative/explanatory texts to examine and convey complex ideas and information clearly
A.W.2. and accurately through the effective selection, organization, and analysis of content.

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

INDICATOR/BE **Production and Distribution of Writing**
NCHMARK

STANDARD SD.CCR Produce clear and coherent writing in which the development, organization, and style are
A.W.4. appropriate to task, purpose, and audience.

STANDARD SD.CCR Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
A.W.5. approach.

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

INDICATOR/BE **Research to Build and Present Knowledge**
NCHMARK

STANDARD SD.CCR Draw evidence from literary or informational texts to support analysis, reflection, and research.
A.W.9.

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

INDICATOR/BE **Range of Writing**
NCHMARK

STANDARD	SD.CCR A.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/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.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.CCR A.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/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.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/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.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/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.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.CCR A.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.4.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
GOAL/STRAND	SD.4.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Fluency
STANDARD	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	4.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.
SUPPORTING SKILLS	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	4.W.2.c.	Link ideas with in paragraphs and sections of information using grade level appropriate words and phrases.
SUPPORTING SKILLS	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	4.W.2.e.	Provide a conclusion related to the information or explanation presented.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	4.W.9.a.	Apply grade 4 reading standards to for literature to writing.
SUPPORTING SKILLS	4.W.9.b.	Apply grade 4 reading standards to for informational texts to writing.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	4.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.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others’ ideas and expressing their own clearly.
SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
GOAL/STRAND	SD.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
GOAL/STRAND	SD.4.L.	Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS 4.L.1.g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS 4.L.2.a. Use correct capitalization.

SUPPORTING SKILLS 4.L.2.d. Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS 4.L.3.a. Choose words and phrases to convey ideas precisely.

SUPPORTING SKILLS 4.L.3.b. Choose punctuation for effect.

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 level content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS 4.L.4.a. Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD 4.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

Language Arts

Grade 4 - Adopted: 2018

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

INDICATOR/BE **Key Ideas and Details**
NCHMARK

STANDARD SD.CCR Determine central ideas or themes of a text and analyze their development; summarize the key
A.R.2. supporting details and ideas.

STANDARD SD.CCR Analyze how and why individuals, events, and ideas develop and interact over the course of a
A.R.3. text.

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

INDICATOR/BE **Range of Reading and Level of Text Complexity**
NCHMARK

STANDARD SD.CCR Read and comprehend complex literary and informational texts independently and proficiently.
A.R.10.

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

INDICATOR/BE **Text Types and Purposes**
NCHMARK

STANDARD SD.CCR Write informative/explanatory texts to examine and convey complex ideas and information clearly
A.W.2. and accurately through the effective selection, organization, and analysis of content.

STANDARD SD.CCR Write narratives to develop real or imagined experiences or events using effective technique, well-
A.W.3. chosen details, and well-structured event sequences.

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

INDICATOR/BE **Production and Distribution of Writing**
NCHMARK

STANDARD SD.CCR Produce clear and coherent writing in which the development, organization, and style are
A.W.4. appropriate to task, purpose, and audience.

STANDARD SD.CCR Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
A.W.5. approach.

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

INDICATOR/BE **Research to Build and Present Knowledge**
NCHMARK

STANDARD SD.CCR Draw evidence from literary or informational texts to support analysis, reflection, and research.
A.W.9.

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

INDICATOR/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.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/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.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.CCR A.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/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	SD.CCR A.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/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.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/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.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.CCR A.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.4.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	4.RL.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

GOAL/STRAND SD.4.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Fluency
STANDARD	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	4.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	4.W.3.	Write narratives (e.g., story, poetry, drama) to develop real and imagined experiences or events using effective technique, descriptive details, and clear event sequences.
SUPPORTING SKILLS	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
SUPPORTING SKILLS	4.W.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
SUPPORTING SKILLS	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
SUPPORTING SKILLS	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events (when appropriate to the genre).

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	4.W.9.a.	Apply grade 4 reading standards to for literature to writing.
SUPPORTING SKILLS	4.W.9.b.	Apply grade 4 reading standards to for informational texts to writing.

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
STANDARD	4.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.4.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

GOAL/STRAND SD.4.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.

GOAL/STRAND SD.4.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	4.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

South Dakota Content Standards

Language Arts

Grade 4 - 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.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.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/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.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/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.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/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.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/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.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/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.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.CCR A.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.4.W.	Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	4.W.3.	Write narratives (e.g., story, poetry, drama) to develop real and imagined experiences or events using effective technique, descriptive details, and clear event sequences.
SUPPORTING SKILLS	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
SUPPORTING SKILLS	4.W.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
SUPPORTING SKILLS	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
SUPPORTING SKILLS	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events (when appropriate to the genre).
GOAL/STRAND	SD.4.W.	Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
GOAL/STRAND	SD.4.W.	Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	4.W.9.a.	Apply grade 4 reading standards to for literature to writing.
SUPPORTING SKILLS	4.W.9.b.	Apply grade 4 reading standards to for informational texts to writing.
GOAL/STRAND	SD.4.W.	Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
STANDARD	4.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.4.SL.	Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
GOAL/STRAND	SD.4.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	4.L.2.a.	Use correct capitalization.
SUPPORTING SKILLS	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.

SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-58

South Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2018

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCR A.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.CCR A.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.CCR A.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.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD	SD.CCR A.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/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.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/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.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/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.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.CCR A.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/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.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/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.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.CCR A.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.4.RL.	Reading Standards for Literature

INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	4.RL.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
GOAL/STRAND	SD.4.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Fluency
STANDARD	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	4.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	4.W.3.	Write narratives (e.g., story, poetry, drama) to develop real and imagined experiences or events using effective technique, descriptive details, and clear event sequences.
SUPPORTING SKILLS	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
SUPPORTING SKILLS	4.W.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
SUPPORTING SKILLS	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
SUPPORTING SKILLS	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events (when appropriate to the genre).
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.

SUPPORTING SKILLS	4.W.9.a.	Apply grade 4 reading standards to for literature to writing.
SUPPORTING SKILLS	4.W.9.b.	Apply grade 4 reading standards to for informational texts to writing.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	4.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.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
GOAL/STRAND	SD.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use

STANDARD	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	4.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 08: Unit 3 Retelling Narrative Stories, p. 59-64

South Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2018

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

INDICATOR/BE NCHMARK **Text Types and Purposes**

STANDARD SD.CCR A.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.CCR A.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/BE NCHMARK **Production and Distribution of Writing**

STANDARD SD.CCR A.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD SD.CCR A.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/BE NCHMARK **Research to Build and Present Knowledge**

STANDARD SD.CCR A.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/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.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/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.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/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.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/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.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.CCR A.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.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	4.W.3.	Write narratives (e.g., story, poetry, drama) to develop real and imagined experiences or events using effective technique, descriptive details, and clear event sequences.
SUPPORTING SKILLS	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
SUPPORTING SKILLS	4.W.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
SUPPORTING SKILLS	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
SUPPORTING SKILLS	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events (when appropriate to the genre).

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	4.W.9.a.	Apply grade 4 reading standards to for literature to writing.
SUPPORTING SKILLS	4.W.9.b.	Apply grade 4 reading standards to for informational texts to writing.

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
STANDARD	4.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.4.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

GOAL/STRAND SD.4.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	4.L.2.a.	Use correct capitalization.
SUPPORTING SKILLS	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	4.L.4.c.	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.5.	Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.

SUPPORTING SKILLS	4.L.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 09: Unit 4 Summarizing a Reference, p. 65-74

South Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2018

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCR A.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.CCR A.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.CCR A.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.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD	SD.CCR A.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/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.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/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.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/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.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.CCR A.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/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.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/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.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/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.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.CCR A.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.4.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
GOAL/STRAND	SD.4.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Fluency
STANDARD	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	4.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.
SUPPORTING SKILLS	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	4.W.2.c.	Link ideas with in paragraphs and sections of information using grade level appropriate words and phrases.

SUPPORTING SKILLS	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	4.W.2.e.	Provide a conclusion related to the information or explanation presented.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.8.	Recall relevant information from experiences and gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	4.W.9.a.	Apply grade 4 reading standards to for literature to writing.
SUPPORTING SKILLS	4.W.9.b.	Apply grade 4 reading standards to for informational texts to writing.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	4.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.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.

SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

GOAL/STRAND SD.4.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
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STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
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GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
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STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
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STANDARD	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SUPPORTING SKILLS	4.L.2.a.	Use correct capitalization.
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SUPPORTING SKILLS	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BENCHMARK		Knowledge of Language
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STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
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SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.
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GOAL/STRAND **SD.4.L.** **Language Standards**

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 level content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS	4.L.4.a.	Use context as a clue to the meaning of a word or phrase.
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SUPPORTING SKILLS	4.L.4.c.	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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GOAL/STRAND **SD.4.L.** **Language Standards**

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.5.	Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.

SUPPORTING SKILLS	4.L.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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GOAL/STRAND **SD.4.L.** **Language Standards**

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 10: Unit 4 Summarizing a Reference, p. 75-82

South Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2018

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

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

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	SD.CCR A.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/BE NCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.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/BE NCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.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/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.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/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.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/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.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.CCR A.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/BE NCHMARK		Conventions of Standard English

STANDARD	SD.CCR A.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/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.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/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.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.CCR A.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.4.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
GOAL/STRAND	SD.4.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Fluency
STANDARD	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	4.RF.4.a.	Read grade-level text with purpose and understanding.

SUPPORTING SKILLS	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.
SUPPORTING SKILLS	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	4.W.2.c.	Link ideas with in paragraphs and sections of information using grade level appropriate words and phrases.
SUPPORTING SKILLS	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	4.W.2.e.	Provide a conclusion related to the information or explanation presented.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.8.	Recall relevant information from experiences and gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	4.W.9.a.	Apply grade 4 reading standards to for literature to writing.

SUPPORTING SKILLS	4.W.9.b.	Apply grade 4 reading standards to for informational texts to writing.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	4.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.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
GOAL/STRAND	SD.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	4.L.2.a.	Use correct capitalization.
SUPPORTING SKILLS	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	4.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	4.L.4.c.	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.5.	Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.
SUPPORTING SKILLS	4.L.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 11: Unit 4 Summarizing a Reference, p. 83-92

Language Arts

Grade 4 - Adopted: 2018

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

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

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

INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD	SD.CCR A.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.
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GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD	SD.CCR A.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.CCR A.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.CCR A.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.CCR A.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.CCR A.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.CCR A.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.CCR A.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.4.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
GOAL/STRAND	SD.4.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Fluency
STANDARD	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	4.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.
SUPPORTING SKILLS	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	4.W.2.c.	Link ideas with in paragraphs and sections of information using grade level appropriate words and phrases.
SUPPORTING SKILLS	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	4.W.2.e.	Provide a conclusion related to the information or explanation presented.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.8.	Recall relevant information from experiences and gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	4.W.9.a.	Apply grade 4 reading standards to for literature to writing.
SUPPORTING SKILLS	4.W.9.b.	Apply grade 4 reading standards to for informational texts to writing.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	4.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.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
GOAL/STRAND	SD.4.SL.	Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	4.L.2.a.	Use correct capitalization.
SUPPORTING SKILLS	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	4.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	4.L.4.c.	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
GOAL/STRAND	SD.4.L.	Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.5.	Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.

SUPPORTING SKILLS 4.L.5.c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD 4.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 12: Unit 4 Summarizing a Reference, p. 93-102

South Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2018

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

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD SD.CCR A.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD SD.CCR A.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/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD SD.CCR A.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/BE NCHMARK		Text Types and Purposes
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STANDARD SD.CCR A.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/BE NCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.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/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.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/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.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/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.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.CCR A.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/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.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/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.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/BE NCHMARK		Vocabulary Acquisition and Use

STANDARD	SD.CCR A.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.CCR A.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.4.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
GOAL/STRAND	SD.4.RF.	Reading Standards: Foundational Skills
INDICATOR/BE NCHMARK		Fluency
STANDARD	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	4.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.
SUPPORTING SKILLS	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

SUPPORTING SKILLS	4.W.2.c.	Link ideas with in paragraphs and sections of information using grade level appropriate words and phrases.
SUPPORTING SKILLS	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	4.W.2.e.	Provide a conclusion related to the information or explanation presented.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.8.	Recall relevant information from experiences and gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	4.W.9.a.	Apply grade 4 reading standards to for literature to writing.
SUPPORTING SKILLS	4.W.9.b.	Apply grade 4 reading standards to for informational texts to writing.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	4.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.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration

STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
GOAL/STRAND	SD.4.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	4.L.1.e.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	4.L.2.a.	Use correct capitalization.
SUPPORTING SKILLS	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	4.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	4.L.4.c.	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.5.	Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.
SUPPORTING SKILLS	4.L.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 13: Unit 4 Summarizing a Reference, p. 103-112

South Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2018

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BE NCHMARK		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.CCR A.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/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.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/BE NCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.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/BE NCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.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/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.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/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.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/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.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.CCR A.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/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.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/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.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/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.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.CCR A.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.4.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.

GOAL/STRAND SD.4.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Fluency
STANDARD	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	4.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.
SUPPORTING SKILLS	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	4.W.2.c.	Link ideas with in paragraphs and sections of information using grade level appropriate words and phrases.
SUPPORTING SKILLS	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	4.W.2.e.	Provide a conclusion related to the information or explanation presented.

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.8.	Recall relevant information from experiences and gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.

SUPPORTING SKILLS	4.W.9.a.	Apply grade 4 reading standards to for literature to writing.
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SUPPORTING SKILLS	4.W.9.b.	Apply grade 4 reading standards to for informational texts to writing.
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GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD	4.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.
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GOAL/STRAND SD.4.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.
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SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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GOAL/STRAND SD.4.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
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GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	4.L.1.e.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	4.L.2.a.	Use correct capitalization.
SUPPORTING SKILLS	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	4.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	4.L.4.c.	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.5.	Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.
SUPPORTING SKILLS	4.L.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use

STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 14: Unit 5 Writing from Pictures, p. 113-118

South Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2018

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

INDICATOR/BE NCHMARK **Text Types and Purposes**

STANDARD	SD.CCR A.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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STANDARD	SD.CCR A.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.
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STANDARD	SD.CCR A.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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GOAL/STRAND **SD.CCRA .W.** **College and Career Readiness Anchor Standards for Writing**

INDICATOR/BE NCHMARK **Production and Distribution of Writing**

STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GOAL/STRAND **SD.CCRA .W.** **College and Career Readiness Anchor Standards for Writing**

INDICATOR/BE NCHMARK **Research to Build and Present Knowledge**

STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GOAL/STRAND **SD.CCRA .W.** **College and Career Readiness Anchor Standards for Writing**

INDICATOR/BE NCHMARK **Range of Writing**

STANDARD	SD.CCR A.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.
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GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

INDICATOR/BE **Comprehension and Collaboration**
NCHMARK

STANDARD SD.CCR Prepare for and participate effectively in a range of conversations and collaborations with diverse
A.SL.1. partners, building on others' ideas and expressing their own clearly and persuasively.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

INDICATOR/BE **Presentation of Knowledge and Ideas**
NCHMARK

STANDARD SD.CCR Present information, findings, and supporting evidence such that listeners can follow the line of
A.SL.4. reasoning and the organization, development, and style are appropriate to task, purpose, and
audience.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **Conventions of Standard English**
NCHMARK

STANDARD SD.CCR Demonstrate command of the conventions of standard English capitalization, punctuation, and
A.L.2. spelling when writing.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **Vocabulary Acquisition and Use**
NCHMARK

STANDARD SD.CCR Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using
A.L.4. context clues, analyzing meaningful word parts, and consulting general and specialized reference
materials, as appropriate.

STANDARD SD.CCR Acquire and use accurately a range of general academic and domain-specific words and phrases
A.L.6. 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.4.W.** **Writing Standards**

INDICATOR/BE **Text Types and Purposes**
NCHMARK

STANDARD **4.W.3.** **Write narratives (e.g., story, poetry, drama) to develop real and imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

SUPPORTING 4.W.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize
SKILLS an event sequence that unfolds naturally.

SUPPORTING 4.W.3.c. Use a variety of transitional words and phrases to manage the sequence of events.
SKILLS

SUPPORTING 4.W.3.d. Use concrete words and phrases and sensory details to convey experiences and events
SKILLS precisely.

SUPPORTING SKILLS	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events (when appropriate to the genre).
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.8.	Recall relevant information from experiences and gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	4.W.9.a.	Apply grade 4 reading standards to for literature to writing.
SUPPORTING SKILLS	4.W.9.b.	Apply grade 4 reading standards to for informational texts to writing.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	4.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.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
GOAL/STRAND	SD.4.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
GOAL/STRAND	SD.4.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	4.L.1.e.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	4.L.2.a.	Use correct capitalization.
SUPPORTING SKILLS	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Knowledge of Language

STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 15: Unit 5 Writing from Pictures, p. 119-124

South Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2018

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

INDICATOR/BENCHMARK **Text Types and Purposes**

STANDARD SD.CCR A.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.CCR A.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.CCR A.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD SD.CCR A.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.CCR A.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD	SD.CCR A.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.
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GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.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.
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GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.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.
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STANDARD	SD.CCR A.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.
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GOAL/STRAND **SD.4.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD	4.W.3.	Write narratives (e.g., story, poetry, drama) to develop real and imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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SUPPORTING SKILLS	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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SUPPORTING SKILLS	4.W.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
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SUPPORTING SKILLS	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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SUPPORTING SKILLS	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events (when appropriate to the genre).
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.8.	Recall relevant information from experiences and gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	4.W.9.a.	Apply grade 4 reading standards to for literature to writing.
SUPPORTING SKILLS	4.W.9.b.	Apply grade 4 reading standards to for informational texts to writing.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	4.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.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
GOAL/STRAND	SD.4.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	4.L.1.e.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	4.L.2.a.	Use correct capitalization.
SUPPORTING SKILLS	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.

GOAL/STRAND **SD.4.L.** **Language Standards**

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 16: Unit 5 Writing from Pictures, p. 125-128

South Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2018

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.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.
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GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.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.
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GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.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.
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STANDARD	SD.CCR A.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.
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GOAL/STRAND **SD.4.SL.** **Speaking and Listening Standards**

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.
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SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

GOAL/STRAND SD.4.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
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STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
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GOAL/STRAND SD.4.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 17: Unit 5 Writing from Pictures, p. 129-134

South Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2018

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

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

INDICATOR/BE **INDICATOR/BE** **Production and Distribution of Writing**
NCHMARK **NCHMARK**

STANDARD SD.CCR Produce clear and coherent writing in which the development, organization, and style are
A.W.4. appropriate to task, purpose, and audience.

STANDARD SD.CCR Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
A.W.5. approach.

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

INDICATOR/BE **INDICATOR/BE** **Research to Build and Present Knowledge**
NCHMARK **NCHMARK**

STANDARD SD.CCR Draw evidence from literary or informational texts to support analysis, reflection, and research.
A.W.9.

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

INDICATOR/BE **INDICATOR/BE** **Range of Writing**
NCHMARK **NCHMARK**

STANDARD SD.CCR Write routinely over extended time frames (time for research, reflection, and revision) and shorter
A.W.10. time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

INDICATOR/BE **INDICATOR/BE** **Comprehension and Collaboration**
NCHMARK **NCHMARK**

STANDARD SD.CCR Prepare for and participate effectively in a range of conversations and collaborations with diverse
A.SL.1. partners, building on others' ideas and expressing their own clearly and persuasively.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **INDICATOR/BE** **Conventions of Standard English**
NCHMARK **NCHMARK**

STANDARD SD.CCR Demonstrate command of the conventions of standard English capitalization, punctuation, and
A.L.2. spelling when writing.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **INDICATOR/BE** **Vocabulary Acquisition and Use**
NCHMARK **NCHMARK**

STANDARD SD.CCR Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using
A.L.4. context clues, analyzing meaningful word parts, and consulting general and specialized reference
materials, as appropriate.

STANDARD	SD.CCR A.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.
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GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD	4.W.3.	Write narratives (e.g., story, poetry, drama) to develop real and imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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SUPPORTING SKILLS	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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SUPPORTING SKILLS	4.W.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
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SUPPORTING SKILLS	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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SUPPORTING SKILLS	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events (when appropriate to the genre).
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GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD	4.W.8.	Recall relevant information from experiences and gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD	4.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
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SUPPORTING SKILLS	4.W.9.a.	Apply grade 4 reading standards to for literature to writing.
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SUPPORTING SKILLS	4.W.9.b.	Apply grade 4 reading standards to for informational texts to writing.
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GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
STANDARD	4.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.4.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

GOAL/STRAND SD.4.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	4.L.1.e.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
SUPPORTING SKILLS	4.L.1.f.	Form and use prepositional phrases.
SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	4.L.2.a.	Use correct capitalization.
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SUPPORTING SKILLS	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
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SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.
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GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use

STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 18: Unit 6 Summarizing Multiple References, p. 135-142

South Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2018

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

STANDARD	SD.CCR A.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.
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GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Production and Distribution of Writing

STANDARD	SD.CCR A.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 .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.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.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.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 .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	SD.CCR A.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/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.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.CCR A.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.4.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	4.RI.9.	Integrate information from two texts on the same topic in order to write, speak, or demonstrate knowledge about the subject.
GOAL/STRAND	SD.4.W.	Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.8.	Recall relevant information from experiences and gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	4.W.9.a.	Apply grade 4 reading standards to for literature to writing.
SUPPORTING SKILLS	4.W.9.b.	Apply grade 4 reading standards to for informational texts to writing.
GOAL/STRAND	SD.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others’ ideas and expressing their own clearly.
SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
GOAL/STRAND	SD.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
GOAL/STRAND	SD.4.SL.	Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GOAL/STRAND	SD.4.L.	Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
GOAL/STRAND	SD.4.L.	Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 19: Unit 6 Summarizing Multiple References, p. 143-148

South Dakota Content Standards
Language Arts
Grade 4 - Adopted: 2018

GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.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/BE NCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.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/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.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.CCR A.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/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.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/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.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/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.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/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.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.CCR A.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.4.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	4.RI.9.	Integrate information from two texts on the same topic in order to write, speak, or demonstrate knowledge about the subject.
GOAL/STRAND	SD.4.W.	Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SUPPORTING SKILLS	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.
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SUPPORTING SKILLS	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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SUPPORTING SKILLS	4.W.2.c.	Link ideas with in paragraphs and sections of information using grade level appropriate words and phrases.
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SUPPORTING SKILLS	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SUPPORTING SKILLS	4.W.2.e.	Provide a conclusion related to the information or explanation presented.
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GOAL/STRAND	SD.4.W.	Writing Standards
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INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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GOAL/STRAND	SD.4.W.	Writing Standards
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INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD	4.W.8.	Recall relevant information from experiences and gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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GOAL/STRAND	SD.4.W.	Writing Standards
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INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD	4.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
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SUPPORTING SKILLS	4.W.9.a.	Apply grade 4 reading standards to for literature to writing.
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SUPPORTING SKILLS	4.W.9.b.	Apply grade 4 reading standards to for informational texts to writing.
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GOAL/STRAND	SD.4.W.	Writing Standards
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INDICATOR/BE NCHMARK		Range of Writing
STANDARD	4.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.4.SL.	Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

GOAL/STRAND SD.4.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	4.L.1.e.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	4.L.2.a.	Use correct capitalization.

SUPPORTING SKILLS	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 20: Unit 6 Summarizing Multiple References, p. 149-162

South Dakota Content Standards

Language Arts

Grade 4 - 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/BE NCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.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/BE NCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.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 .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.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.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.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.CCR A.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/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	SD.CCR A.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/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.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/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.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.
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STANDARD	SD.CCR A.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.
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GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
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INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
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INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
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INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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STANDARD	4.RI.9.	Integrate information from two texts on the same topic in order to write, speak, or demonstrate knowledge about the subject.
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GOAL/STRAND	SD.4.RF.	Reading Standards: Foundational Skills
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INDICATOR/BE NCHMARK		Fluency
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STANDARD	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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SUPPORTING SKILLS	4.RF.4.a.	Read grade-level text with purpose and understanding.
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SUPPORTING SKILLS	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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GOAL/STRAND	SD.4.W.	Writing Standards
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INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD 4.W.8. Recall relevant information from experiences and gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD	4.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
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SUPPORTING SKILLS 4.W.9.a. Apply grade 4 reading standards to for literature to writing.

SUPPORTING SKILLS 4.W.9.b. Apply grade 4 reading standards to for informational texts to writing.

GOAL/STRAND SD.4.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.
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SUPPORTING SKILLS 4.SL.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SUPPORTING SKILLS 4.SL.1.b. Follow agreed-upon rules for discussions and carry out assigned roles.

SUPPORTING SKILLS 4.SL.1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SUPPORTING SKILLS 4.SL.1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

GOAL/STRAND SD.4.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD 4.SL.2. Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.

GOAL/STRAND SD.4.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
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STANDARD 4.SL.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS 4.L.1.g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 level content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS 4.L.4.a. Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD 4.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 21: Unit 6 Summarizing Multiple References, p. 163-170

South Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2018

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

INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD SD.CCR A.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/BE NCHMARK		Production and Distribution of Writing
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STANDARD SD.CCR A.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD SD.CCR A.W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD SD.CCR
A.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD SD.CCR
A.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** **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD SD.CCR
A.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** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD SD.CCR
A.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD SD.CCR
A.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.CCR
A.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.4.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SUPPORTING 4.W.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include text SKILLS features that support comprehension for the reader.

SUPPORTING SKILLS	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	4.W.2.c.	Link ideas with in paragraphs and sections of information using grade level appropriate words and phrases.
SUPPORTING SKILLS	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	4.W.2.e.	Provide a conclusion related to the information or explanation presented.

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD	4.W.8.	Recall relevant information from experiences and gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.

SUPPORTING SKILLS	4.W.9.a.	Apply grade 4 reading standards to for literature to writing.
SUPPORTING SKILLS	4.W.9.b.	Apply grade 4 reading standards to for informational texts to writing.

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD	4.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.
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GOAL/STRAND SD.4.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.

SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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GOAL/STRAND SD.4.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
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GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	4.L.1.e.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SUPPORTING SKILLS	4.L.2.a.	Use correct capitalization.
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SUPPORTING SKILLS	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
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STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 22: Unit 6 Summarizing Multiple References, p. 171-184

South Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2018

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

INDICATOR/BENCHMARK **Key Ideas and Details**

STANDARD SD.CCR A.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD SD.CCR A.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.CCR A.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.CCR A.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/BE NCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.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 .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.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 .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.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.CCR A.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/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	SD.CCR A.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/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.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/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.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.CCR A.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.4.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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STANDARD	4.RI.9.	Integrate information from two texts on the same topic in order to write, speak, or demonstrate knowledge about the subject.
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GOAL/STRAND SD.4.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Fluency
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STANDARD	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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SUPPORTING SKILLS	4.RF.4.a.	Read grade-level text with purpose and understanding.
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SUPPORTING SKILLS	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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GOAL/STRAND SD.4.W. Writing Standards

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

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD	4.W.8.	Recall relevant information from experiences and gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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GOAL/STRAND SD.4.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.

SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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GOAL/STRAND SD.4.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
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GOAL/STRAND SD.4.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
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STANDARD	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	4.L.1.e.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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GOAL/STRAND SD.4.L. Language Standards

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

INDICATOR/BE NCHMARK **Vocabulary Acquisition and Use**

STANDARD 4.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 23: Unit 6 Summarizing Multiple References, p. 185-191

South Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2018

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

INDICATOR/BE NCHMARK **Text Types and Purposes**

STANDARD SD.CCRA A.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/BE NCHMARK **Production and Distribution of Writing**

STANDARD SD.CCRA A.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD SD.CCRA A.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/BE NCHMARK **Research to Build and Present Knowledge**

STANDARD SD.CCRA A.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/BE NCHMARK **Range of Writing**

STANDARD SD.CCRA A.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**

Comprehension and Collaboration		
INDICATOR/BE NCHMARK		
STANDARD	SD.CCR A.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
Conventions of Standard English		
INDICATOR/BE NCHMARK		
STANDARD	SD.CCR A.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
Vocabulary Acquisition and Use		
INDICATOR/BE NCHMARK		
STANDARD	SD.CCR A.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.CCR A.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.4.W.	Writing Standards
Text Types and Purposes		
INDICATOR/BE NCHMARK		
STANDARD	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.
SUPPORTING SKILLS	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	4.W.2.c.	Link ideas with in paragraphs and sections of information using grade level appropriate words and phrases.
SUPPORTING SKILLS	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	4.W.2.e.	Provide a conclusion related to the information or explanation presented.
GOAL/STRAND	SD.4.W.	Writing Standards
Production and Distribution of Writing		
INDICATOR/BE NCHMARK		

STANDARD	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	4.W.9.a.	Apply grade 4 reading standards to for literature to writing.
SUPPORTING SKILLS	4.W.9.b.	Apply grade 4 reading standards to for informational texts to writing.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	4.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.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
GOAL/STRAND	SD.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration

STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	4.L.1.e.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
SUPPORTING SKILLS	4.L.1.f.	Form and use prepositional phrases.
SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	4.L.2.a.	Use correct capitalization.
SUPPORTING SKILLS	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

South Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2018

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Writing**
.W.**INDICATOR/BE** **Production and Distribution of Writing**
NCHMARKSTANDARD SD.CCR Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
A.W.5. approach.**GOAL/STRAND** **SD.CCRA** **College and Career Readiness Anchor Standards for Writing**
.W.**INDICATOR/BE** **Range of Writing**
NCHMARKSTANDARD SD.CCR Write routinely over extended time frames (time for research, reflection, and revision) and shorter
A.W.10. time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**GOAL/STRAND** **SD.CCRA** **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.**INDICATOR/BE** **Comprehension and Collaboration**
NCHMARKSTANDARD SD.CCR Prepare for and participate effectively in a range of conversations and collaborations with diverse
A.SL.1. partners, building on others' ideas and expressing their own clearly and persuasively.**GOAL/STRAND** **SD.CCRA** **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.**INDICATOR/BE** **Presentation of Knowledge and Ideas**
NCHMARKSTANDARD SD.CCR Present information, findings, and supporting evidence such that listeners can follow the line of
A.SL.4. reasoning and the organization, development, and style are appropriate to task, purpose, and
audience.**GOAL/STRAND** **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.**INDICATOR/BE** **Vocabulary Acquisition and Use**
NCHMARKSTANDARD SD.CCR Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using
A.L.4. context clues, analyzing meaningful word parts, and consulting general and specialized reference
materials, as appropriate.STANDARD SD.CCR Acquire and use accurately a range of general academic and domain-specific words and phrases
A.L.6. 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.4.RF.** **Reading Standards: Foundational Skills**

INDICATOR/BE NCHMARK		Phonics and Word Recognitions
STANDARD	4.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	4.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.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others’ ideas and expressing their own clearly.
SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
GOAL/STRAND	SD.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
GOAL/STRAND	SD.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas

STANDARD	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	4.L.1.e.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	4.L.4.b.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 25: Unit 7 Inventive Writing, p. 197-202

South Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2018

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.A.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.A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD	SD.CCR A.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/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.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/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.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/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.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/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.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/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.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.CCR A.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.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SUPPORTING SKILLS	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.
SUPPORTING SKILLS	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	4.W.2.c.	Link ideas with in paragraphs and sections of information using grade level appropriate words and phrases.
SUPPORTING SKILLS	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	4.W.2.e.	Provide a conclusion related to the information or explanation presented.

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.8.	Recall relevant information from experiences and gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	4.W.9.a.	Apply grade 4 reading standards to for literature to writing.
SUPPORTING SKILLS	4.W.9.b.	Apply grade 4 reading standards to for informational texts to writing.

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD	4.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.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
GOAL/STRAND	SD.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	4.L.1.e.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
SUPPORTING SKILLS	4.L.1.f.	Form and use prepositional phrases.
SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	4.L.2.a.	Use correct capitalization.
SUPPORTING SKILLS	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	4.L.4.c.	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.5.	Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.
SUPPORTING SKILLS	4.L.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 26: Unit 7 Inventive Writing, p. 203-210

South Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2018

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

INDICATOR/BE **Text Types and Purposes**
NCHMARK

STANDARD SD.CCR Write informative/explanatory texts to examine and convey complex ideas and information clearly
A.W.2. and accurately through the effective selection, organization, and analysis of content.

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

INDICATOR/BE **Production and Distribution of Writing**
NCHMARK

STANDARD SD.CCR Produce clear and coherent writing in which the development, organization, and style are
A.W.4. appropriate to task, purpose, and audience.

STANDARD SD.CCR Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
A.W.5. approach.

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

INDICATOR/BE **Research to Build and Present Knowledge**
NCHMARK

STANDARD SD.CCR Gather relevant information from multiple print and digital sources, assess the credibility and
A.W.8. accuracy of each source, and integrate the information while avoiding plagiarism.

STANDARD SD.CCR Draw evidence from literary or informational texts to support analysis, reflection, and research.
A.W.9.

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

INDICATOR/BE **Range of Writing**
NCHMARK

STANDARD SD.CCR Write routinely over extended time frames (time for research, reflection, and revision) and shorter
A.W.10. time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

INDICATOR/BE **Comprehension and Collaboration**
NCHMARK

STANDARD SD.CCR Prepare for and participate effectively in a range of conversations and collaborations with diverse
A.SL.1. partners, building on others' ideas and expressing their own clearly and persuasively.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **Conventions of Standard English**
NCHMARK

STANDARD SD.CCR Demonstrate command of the conventions of standard English capitalization, punctuation, and
A.L.2. spelling when writing.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
L.

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.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.CCR A.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.4.RI.** **Reading Standards for Informational Text**

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD	4.RI.9.	Integrate information from two texts on the same topic in order to write, speak, or demonstrate knowledge about the subject.
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GOAL/STRAND **SD.4.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SUPPORTING SKILLS	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.
SUPPORTING SKILLS	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	4.W.2.c.	Link ideas with in paragraphs and sections of information using grade level appropriate words and phrases.
SUPPORTING SKILLS	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	4.W.2.e.	Provide a conclusion related to the information or explanation presented.

GOAL/STRAND **SD.4.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD 4.W.8. Recall relevant information from experiences and gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD	4.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
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SUPPORTING SKILLS 4.W.9.a. Apply grade 4 reading standards to for literature to writing.

SUPPORTING SKILLS 4.W.9.b. Apply grade 4 reading standards to for informational texts to writing.

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD 4.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.4.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.
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SUPPORTING SKILLS 4.SL.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SUPPORTING SKILLS 4.SL.1.b. Follow agreed-upon rules for discussions and carry out assigned roles.

SUPPORTING SKILLS 4.SL.1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SUPPORTING SKILLS 4.SL.1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

GOAL/STRAND SD.4.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD 4.SL.2. Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS	4.L.1.e.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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SUPPORTING SKILLS	4.L.1.f.	Form and use prepositional phrases.
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SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	4.L.2.a.	Use correct capitalization.
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SUPPORTING SKILLS	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
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SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.
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GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 27: Unit 7 Inventive Writing, p. 211-218

Language Arts

Grade 4 - Adopted: 2018

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

INDICATOR/BE **Text Types and Purposes**
NCHMARK

STANDARD SD.CCR Write informative/explanatory texts to examine and convey complex ideas and information clearly
A.W.2. and accurately through the effective selection, organization, and analysis of content.

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

INDICATOR/BE **Production and Distribution of Writing**
NCHMARK

STANDARD SD.CCR Produce clear and coherent writing in which the development, organization, and style are
A.W.4. appropriate to task, purpose, and audience.

STANDARD SD.CCR Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
A.W.5. approach.

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

INDICATOR/BE **Range of Writing**
NCHMARK

STANDARD SD.CCR Write routinely over extended time frames (time for research, reflection, and revision) and shorter
A.W.10. time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

INDICATOR/BE **Comprehension and Collaboration**
NCHMARK

STANDARD SD.CCR Prepare for and participate effectively in a range of conversations and collaborations with diverse
A.SL.1. partners, building on others' ideas and expressing their own clearly and persuasively.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **Conventions of Standard English**
NCHMARK

STANDARD SD.CCR Demonstrate command of the conventions of standard English capitalization, punctuation, and
A.L.2. spelling when writing.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **Vocabulary Acquisition and Use**
NCHMARK

STANDARD SD.CCR Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using
A.L.4. context clues, analyzing meaningful word parts, and consulting general and specialized reference
materials, as appropriate.

STANDARD	SD.CCR A.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.
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GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD	4.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.
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GOAL/STRAND SD.4.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.
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SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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GOAL/STRAND SD.4.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
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GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	4.L.1.e.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
SUPPORTING SKILLS	4.L.1.f.	Form and use prepositional phrases.
SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
GOAL/STRAND	SD.4.L.	Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	4.L.2.a.	Use correct capitalization.
SUPPORTING SKILLS	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
GOAL/STRAND	SD.4.L.	Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.
GOAL/STRAND	SD.4.L.	Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.5.	Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.
SUPPORTING SKILLS	4.L.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
GOAL/STRAND	SD.4.L.	Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

South Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2018

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

INDICATOR/BE **INDICATOR/BE** **Text Types and Purposes**
NCHMARK **NCHMARK**

STANDARD SD.CCR Write informative/explanatory texts to examine and convey complex ideas and information clearly
A.W.2. and accurately through the effective selection, organization, and analysis of content.

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

INDICATOR/BE **INDICATOR/BE** **Production and Distribution of Writing**
NCHMARK **NCHMARK**

STANDARD SD.CCR Produce clear and coherent writing in which the development, organization, and style are
A.W.4. appropriate to task, purpose, and audience.

STANDARD SD.CCR Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
A.W.5. approach.

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

INDICATOR/BE **INDICATOR/BE** **Research to Build and Present Knowledge**
NCHMARK **NCHMARK**

STANDARD SD.CCR Draw evidence from literary or informational texts to support analysis, reflection, and research.
A.W.9.

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

INDICATOR/BE **INDICATOR/BE** **Range of Writing**
NCHMARK **NCHMARK**

STANDARD SD.CCR Write routinely over extended time frames (time for research, reflection, and revision) and shorter
A.W.10. time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

INDICATOR/BE **INDICATOR/BE** **Comprehension and Collaboration**
NCHMARK **NCHMARK**

STANDARD SD.CCR Prepare for and participate effectively in a range of conversations and collaborations with diverse
A.SL.1. partners, building on others' ideas and expressing their own clearly and persuasively.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **INDICATOR/BE** **Conventions of Standard English**
NCHMARK **NCHMARK**

STANDARD	SD.CCR A.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/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.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.CCR A.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.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.
SUPPORTING SKILLS	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	4.W.2.c.	Link ideas with in paragraphs and sections of information using grade level appropriate words and phrases.
SUPPORTING SKILLS	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	4.W.2.e.	Provide a conclusion related to the information or explanation presented.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge

STANDARD	4.W.8.	Recall relevant information from experiences and gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	4.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	4.W.9.a.	Apply grade 4 reading standards to for literature to writing.
SUPPORTING SKILLS	4.W.9.b.	Apply grade 4 reading standards to for informational texts to writing.
GOAL/STRAND	SD.4.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	4.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.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
GOAL/STRAND	SD.4.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English

STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	4.L.1.e.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
SUPPORTING SKILLS	4.L.1.f.	Form and use prepositional phrases.
SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	4.L.2.a.	Use correct capitalization.
SUPPORTING SKILLS	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 29: Unit 7 Inventive Writing, p. 227-234

South Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2018

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

INDICATOR/BE **Production and Distribution of Writing**
NCHMARK

STANDARD SD.CCR Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
A.W.5. approach.

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

INDICATOR/BE **Range of Writing**
NCHMARK

STANDARD SD.CCR Write routinely over extended time frames (time for research, reflection, and revision) and shorter
A.W.10. time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

INDICATOR/BE **Comprehension and Collaboration**
NCHMARK

STANDARD SD.CCR Prepare for and participate effectively in a range of conversations and collaborations with diverse
A.SL.1. partners, building on others' ideas and expressing their own clearly and persuasively.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **Conventions of Standard English**
NCHMARK

STANDARD SD.CCR Demonstrate command of the conventions of standard English capitalization, punctuation, and
A.L.2. spelling when writing.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE **Vocabulary Acquisition and Use**
NCHMARK

STANDARD SD.CCR Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using
A.L.4. context clues, analyzing meaningful word parts, and consulting general and specialized reference
materials, as appropriate.

STANDARD SD.CCR Acquire and use accurately a range of general academic and domain-specific words and phrases
A.L.6. 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.4.W.** **Writing Standards**

INDICATOR/BE **Production and Distribution of Writing**
NCHMARK

STANDARD 4.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by
planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of
Language standards 1–3 up to and including grade 4.)

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD	4.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.
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GOAL/STRAND SD.4.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.
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SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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GOAL/STRAND SD.4.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
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GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	4.L.1.e.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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SUPPORTING SKILLS	4.L.1.f.	Form and use prepositional phrases.
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SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	4.L.2.a.	Use correct capitalization.
SUPPORTING SKILLS	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 30: Unit 7 Inventive Writing, p. 235-239

South Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2018

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

INDICATOR/BENCHMARK **Text Types and Purposes**

STANDARD SD.CCR A.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.CCR A.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD SD.CCR A.W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD SD.CCR
A.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD SD.CCR
A.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** **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

INDICATOR/BE NCHMARK		Comprehension and Collaboration
-------------------------	--	---------------------------------

STANDARD SD.CCR
A.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** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD SD.CCR
A.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD SD.CCR
A.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.CCR
A.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.4.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SUPPORTING
SKILLS 4.W.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.

SUPPORTING SKILLS	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	4.W.2.c.	Link ideas with in paragraphs and sections of information using grade level appropriate words and phrases.
SUPPORTING SKILLS	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	4.W.2.e.	Provide a conclusion related to the information or explanation presented.

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	4.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD	4.W.8.	Recall relevant information from experiences and gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD	4.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	4.W.9.a.	Apply grade 4 reading standards to for literature to writing.

SUPPORTING SKILLS	4.W.9.b.	Apply grade 4 reading standards to for informational texts to writing.
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GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD	4.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.
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GOAL/STRAND SD.4.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 level topics and texts, building on others' ideas and expressing their own clearly.

SUPPORTING SKILLS	4.SL.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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SUPPORTING SKILLS	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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GOAL/STRAND SD.4.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
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GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	4.L.1.e.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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SUPPORTING SKILLS	4.L.1.f.	Form and use prepositional phrases.
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SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SUPPORTING SKILLS	4.L.2.a.	Use correct capitalization.
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SUPPORTING SKILLS	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.
GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).