

Main Criteria: Investigations in Writing

Secondary Criteria: South Dakota Content Standards

Subject: Language Arts

Grade: 6

Investigations in Writing

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

South Dakota Content Standards

Language Arts

Grade 6 - 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.

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 **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **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 Speaking and Listening**
.SL.

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **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.

STANDARD SD.CCR Integrate and evaluate information presented in diverse media and formats, including visually,
A.SL.2. quantitatively, and orally.

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

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **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 **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**

STANDARD SD.CCR Apply knowledge of language to understand how language functions in different contexts, to make
A.L.3. effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **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 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.6.RL.** **Reading Standards for Literature**

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**

STANDARD SD.6.RL. Integrate knowledge and ideas from several texts about a subject or issue, using the texts to
analyze a topic or text, issue, or text, assessing how multiple perspectives contribute to a
understanding.

STANDARD	6.RL.9.	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories, etc.) in terms of their approaches to similar themes and topics.
GOAL/STRAND	SD.6.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	6.RL.10.a	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	6.RI.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	6.RI.10.	By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	6.RI.10.a.	Read and comprehend with proficiency at grade level.

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

SUPPORTING SKILLS 6.W.3.d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.

GOAL/STRAND SD.6.W. Writing Standards

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

STANDARD 6.W.5. Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD 6.W.9. Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.

SUPPORTING SKILLS 6.W.9.b. Apply grade 6 Reading standards for informational texts to writing.

GOAL/STRAND SD.6.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD 6.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SUPPORTING SKILLS 6.SL.1.a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SUPPORTING SKILLS 6.SL.1.b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SUPPORTING SKILLS 6.SL.1.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SUPPORTING SKILLS 6.SL.1.d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

GOAL/STRAND SD.6.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
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STANDARD	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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GOAL/STRAND **SD.6.L.** **Language**

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

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 02: Unit 2: Writiiing from Notes, p. 19-28

South Dakota Content Standards

Language Arts

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

STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	6.RI.10.	By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	6.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	6.W.9.	Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	6.W.9.b.	Apply grade 6 Reading standards for informational texts to writing.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.6.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	SD.6.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	SD.6.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English

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

INDICATOR/BENCHMARK Knowledge of Language

STANDARD	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
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GOAL/STRAND SD.6.L. Language

INDICATOR/BENCHMARK Vocabulary Acquisition and Use

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

INDICATOR/BENCHMARK Vocabulary Acquisition and Use

STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 03: Unit 2: Writing from Notes, p. 29-34

South Dakota Content Standards

Language Arts

Grade 6 - Adopted: 2018

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

INDICATOR/BENCHMARK Key Ideas and Details

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

STANDARD SD.CCR Integrate and evaluate information presented in diverse media and formats, including visually,
A.SL.2. quantitatively, and orally.

INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	6.RI.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	6.RI.10.	By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.

SUPPORTING SKILLS	6.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	SD.6.W.	Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

GOAL/STRAND SD.6.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
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STANDARD	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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GOAL/STRAND SD.6.L. Language

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

INDICATOR/BE NCHMARK		Knowledge of Language
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STANDARD	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
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GOAL/STRAND SD.6.L. Language

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

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

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

South Dakota Content Standards

Language Arts

Grade 6 - 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.
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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

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 .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.
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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.
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.6.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.

SUPPORTING SKILLS 6.RL.10.a Read and comprehend with proficiency at grade level.

SUPPORTING SKILLS 6.RL.10.b Self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD 6.RI.1. Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.

STANDARD 6.RI.2. Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.

STANDARD 6.RI.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD 6.RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD 6.RI.7. Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.

GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD 6.RI.10. By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.

SUPPORTING SKILLS 6.RI.10.a Read and comprehend with proficiency at grade level.

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
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GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	6.W.9.	Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.

SUPPORTING SKILLS	6.W.9.b.	Apply grade 6 Reading standards for informational texts to writing.
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GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.6.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	SD.6.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	SD.6.L.	Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	SD.6.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

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

South Dakota Content Standards

Language Arts

Grade 6 - Adopted: 2018

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

STANDARD	SD.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/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.
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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.
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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.
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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 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.

STANDARD SD.CCR Integrate and evaluate information presented in diverse media and formats, including visually,
A.SL.2. quantitatively, and orally.

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 **Knowledge of Language**
NCHMARK

STANDARD SD.CCR Apply knowledge of language to understand how language functions in different contexts, to make
A.L.3. effective choices for meaning or style, and to comprehend more fully when reading or listening.

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.6.RL.** **Reading Standards for Literature**

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

STANDARD	6.RL.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RL.2.	Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RL.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
GOAL/STRAND	SD.6.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GOAL/STRAND	SD.6.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	6.RL.10.a	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL/STRAND	SD.6.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

GOAL/STRAND SD.6.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK Presentation of Knowledge and Ideas

STANDARD	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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GOAL/STRAND SD.6.L. Language

INDICATOR/BE NCHMARK Vocabulary Acquisition and Use

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

INDICATOR/BE NCHMARK Vocabulary Acquisition and Use

STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 06: Unit 3: Retelling Narrative Stories, p. 49-56

South Dakota Content Standards

Language Arts

Grade 6 - 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.
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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.
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.
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.
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.6.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	6.RL.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RL.2.	Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RL.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
GOAL/STRAND	SD.6.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Craft and Structure

STANDARD	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GOAL/STRAND	SD.6.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	6.RL.10.a	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
SUPPORTING SKILLS	6.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
SUPPORTING SKILLS	6.W.3.e.	Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre).
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing

STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.6.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	SD.6.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	SD.6.L.	Language
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	SD.6.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	6.L.4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GOAL/STRAND	SD.6.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 07: Unit 3: Retelling Narrative Stories, p. 57-74

South Dakota Content Standards

Language Arts

Grade 6 - Adopted: 2018

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.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.
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.
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.6.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	6.RL.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RL.2.	Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RL.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
GOAL/STRAND	SD.6.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GOAL/STRAND	SD.6.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	6.RL.10.a	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

SUPPORTING SKILLS	6.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
SUPPORTING SKILLS	6.W.3.e.	Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre).

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.6.SL. Speaking and Listening Standards

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

GOAL/STRAND SD.6.L. Language

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

INDICATOR/BENCHMARK Knowledge of Language

STANDARD	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
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GOAL/STRAND SD.6.L. Language

INDICATOR/BENCHMARK Vocabulary Acquisition and Use

STANDARD	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
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SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.
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SUPPORTING SKILLS	6.L.4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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GOAL/STRAND SD.6.L. Language

INDICATOR/BENCHMARK Vocabulary Acquisition and Use

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

Language Arts

Grade 6 - Adopted: 2018

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

INDICATOR/BENCHMARK Key Ideas and Details

STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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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.
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.
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.
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.6.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	6.RL.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RL.2.	Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RL.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
GOAL/STRAND	SD.6.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Craft and Structure

STANDARD	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GOAL/STRAND	SD.6.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	6.RL.10.a	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
SUPPORTING SKILLS	6.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
SUPPORTING SKILLS	6.W.3.e.	Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre).
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing

STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.6.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	SD.6.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	SD.6.L.	Language
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	SD.6.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	6.L.4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GOAL/STRAND	SD.6.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade 6 - Adopted: 2018

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

STANDARD	6.RI.10.	By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
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SUPPORTING SKILLS 6.RI.10.a. Read and comprehend with proficiency at grade level.

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SUPPORTING SKILLS 6.W.2.a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.

SUPPORTING SKILLS 6.W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

SUPPORTING SKILLS 6.W.2.c. Use appropriate transitions to clarify the relationships among ideas and concepts.

SUPPORTING SKILLS 6.W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUPPORTING SKILLS 6.W.2.f. Provide a concluding statement or section that follows from the information or explanation presented.

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

SUPPORTING SKILLS 6.W.3.d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.

GOAL/STRAND SD.6.W. Writing Standards

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

STANDARD 6.W.5. Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	6.W.9.	Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.

SUPPORTING SKILLS 6.W.9.b. Apply grade 6 Reading standards for informational texts to writing.

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD 6.W.10. Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.6.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SUPPORTING SKILLS 6.SL.1.a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SUPPORTING SKILLS 6.SL.1.b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SUPPORTING SKILLS 6.SL.1.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SUPPORTING SKILLS 6.SL.1.d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

GOAL/STRAND SD.6.L. Language

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS 6.L.1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

SUPPORTING SKILLS 6.L.1.e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

GOAL/STRAND SD.6.L. Language

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

Lesson 10: Unit 4 Summarizing a Reference, p. 83-90

South Dakota Content Standards

Language Arts

Grade 6 - Adopted: 2018

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

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

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 **Research to Build and Present Knowledge**
NCHMARK

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 **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.
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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 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** **College and Career Readiness Anchor Standards for Language**
.L.

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

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 **Knowledge of Language**
NCHMARK

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.
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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.6.RL.** **Reading Standards for Literature**

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

STANDARD **6.RL.10.** **By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**

SUPPORTING SKILLS	6.RL.10.a	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b	Self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND **SD.6.RI.** **Reading Standards for Informational Text**

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

STANDARD	6.RI.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

GOAL/STRAND **SD.6.RI.** **Reading Standards for Informational Text**

INDICATOR/BE NCHMARK **Craft and Structure**

STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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GOAL/STRAND **SD.6.RI.** **Reading Standards for Informational Text**

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

STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
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GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	6.RI.10.	By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.

SUPPORTING SKILLS 6.RI.10.a. Read and comprehend with proficiency at grade level.

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SUPPORTING SKILLS 6.W.2.a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.

SUPPORTING SKILLS 6.W.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

SUPPORTING SKILLS 6.W.2.c. Use appropriate transitions to clarify the relationships among ideas and concepts.

SUPPORTING SKILLS 6.W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUPPORTING SKILLS 6.W.2.f. Provide a concluding statement or section that follows from the information or explanation presented.

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

SUPPORTING SKILLS 6.W.3.d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.

GOAL/STRAND SD.6.W. Writing Standards

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

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

GOAL/STRAND	SD.6.L.	Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS 6.L.3.b. Maintain consistency in style and tone.

GOAL/STRAND	SD.6.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS 6.L.4.a. Use context as a clue to the meaning of a word or phrase.

SUPPORTING SKILLS 6.L.4.c. Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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

Lesson 11: Unit 4 Summarizing a Reference, p. 91-100

South Dakota Content Standards

Language Arts

Grade 6 - 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.
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.6.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	6.RL.10.a .	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b .	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	6.RI.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text

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

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD	6.W.9.	Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.
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SUPPORTING SKILLS	6.W.9.b.	Apply grade 6 Reading standards for informational texts to writing.
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GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.6.SL. Speaking and Listening Standards

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

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

INDICATOR/BENCHMARK Knowledge of Language

STANDARD	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
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GOAL/STRAND SD.6.L. Language

INDICATOR/BENCHMARK Vocabulary Acquisition and Use

STANDARD	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
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SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.
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SUPPORTING SKILLS	6.L.4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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GOAL/STRAND SD.6.L. Language

INDICATOR/BENCHMARK Vocabulary Acquisition and Use

STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 12: Unit 4 Summarizing a Reference, p. 101-112

South Dakota Content Standards

Language Arts

Grade 6 - Adopted: 2018

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

INDICATOR/BENCHMARK Key Ideas and Details

STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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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.
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/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 .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		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/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/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.6.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	6.RL.10.a .	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b .	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	6.RI.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.

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

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

SUPPORTING SKILLS 6.W.3.d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.

GOAL/STRAND SD.6.W. Writing Standards

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

STANDARD 6.W.5. Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD 6.W.9. Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.

SUPPORTING SKILLS 6.W.9.b. Apply grade 6 Reading standards for informational texts to writing.

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD 6.W.10. Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.6.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD 6.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SUPPORTING SKILLS 6.SL.1.a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SUPPORTING SKILLS 6.SL.1.b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	SD.6.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	SD.6.L.	Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	SD.6.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	6.L.4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GOAL/STRAND	SD.6.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade 6 - 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.

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 **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.6.W.** **Writing Standards**

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

STANDARD	6.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL/STRAND	SD.6.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	SD.6.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	SD.6.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade 6 - 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.

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 **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 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.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
SUPPORTING SKILLS	6.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
SUPPORTING SKILLS	6.W.3.e.	Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre).
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.6.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration

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

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GOAL/STRAND	SD.CCRA .W.	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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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
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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 .W.	College and Career Readiness Anchor Standards for Writing
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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 .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
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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 .L.	College and Career Readiness Anchor Standards for Language
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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 .L.	College and Career Readiness Anchor Standards for Language
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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.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
SUPPORTING SKILLS	6.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
SUPPORTING SKILLS	6.W.3.e.	Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre).
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.6.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration

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

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

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

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

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**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.
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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**

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
.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.
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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.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.
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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
.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.
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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.6.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	6.RL.10.a .	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b .	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	6.RI.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	6.RI.10.	By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	6.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge

STANDARD	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	6.W.9.	Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	6.W.9.b.	Apply grade 6 Reading standards for informational texts to writing.
GOAL/STRAND	SD.6.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	SD.6.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	SD.6.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade 6 - 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.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.
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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
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.6.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.

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

SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

SUPPORTING SKILLS 6.W.3.d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.

GOAL/STRAND SD.6.W. Writing Standards

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

STANDARD 6.W.5. Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	6.W.9.	Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.

SUPPORTING SKILLS 6.W.9.b. Apply grade 6 Reading standards for informational texts to writing.

GOAL/STRAND SD.6.W. Writing Standards

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

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	6.L.4.c.	Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
GOAL/STRAND	SD.6.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use

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

Language Arts
Grade 6 - 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.
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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.
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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.

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 Conduct short as well as more sustained research projects based on focused questions,
A.W.7. demonstrating understanding of the subject under investigation.

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 **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.

STANDARD SD.CCR Integrate and evaluate information presented in diverse media and formats, including visually,
A.SL.2. quantitatively, and orally.

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

INDICATOR/BE **INDICATOR/BE** **Knowledge of Language**
NCHMARK **NCHMARK**

STANDARD SD.CCR Apply knowledge of language to understand how language functions in different contexts, to make
A.L.3. effective choices for meaning or style, and to comprehend more fully when reading or listening.

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 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.6.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	6.RL.9.	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories, etc.) in terms of their approaches to similar themes and topics.
GOAL/STRAND	SD.6.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	6.RL.10.a .	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b .	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	6.RI.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas

STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	6.RI.10.	By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	6.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	6.W.9.	Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.

SUPPORTING SKILLS	6.W.9.b.	Apply grade 6 Reading standards for informational texts to writing.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.6.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	SD.6.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	SD.6.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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** **Range of Reading and Level of Text Complexity**
NCHMARK

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** **Text Types and Purposes**
NCHMARK

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** **Production and Distribution of Writing**
NCHMARK

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** **Research to Build and Present Knowledge**
NCHMARK

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.
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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** **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.6.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	6.RL.10.a	Read and comprehend with proficiency at grade level.

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

SUPPORTING SKILLS	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	6.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	6.W.9.	Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	6.W.9.b.	Apply grade 6 Reading standards for informational texts to writing.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing

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

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

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South Dakota Content Standards

Language Arts

Grade 6 - Adopted: 2018

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

INDICATOR/BENCHMARK **Text Types and Purposes**

STANDARD SD.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/BENCHMARK **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/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.
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.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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

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

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South Dakota Content Standards

Language Arts

Grade 6 - Adopted: 2018

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.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/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 .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.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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

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

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

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

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

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

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** **Production and Distribution of Writing**
NCHMARK

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** **Research to Build and Present Knowledge**
NCHMARK

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** **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.
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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 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** **Conventions of Standard English**
NCHMARK

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
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.6.W.	Writing Standards

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

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

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

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

GOAL/STRAND SD.6.L. Language

INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
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GOAL/STRAND SD.6.L. Language

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

Language Arts

Grade 6 - 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.
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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
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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 .W. College and Career Readiness Anchor Standards for Writing

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.
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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.6.W.** **Writing Standards**

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

SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

GOAL/STRAND SD.6.L. Language

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

GOAL/STRAND SD.6.L. Language

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

GOAL/STRAND SD.6.L. Language

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

Lesson 24: Unit 8 Formal Essay Models, p. 205-214

South Dakota Content Standards

Language Arts

Grade 6 - 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 **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.

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.6.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	6.RL.10.a .	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b .	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	6.RI.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.

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

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

SUPPORTING SKILLS 6.W.3.d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.

GOAL/STRAND SD.6.W. Writing Standards

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

STANDARD 6.W.5. Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD 6.W.9. Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.

SUPPORTING SKILLS 6.W.9.b. Apply grade 6 Reading standards for informational texts to writing.

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD 6.W.10. Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.6.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD 6.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SUPPORTING SKILLS 6.SL.1.a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SUPPORTING SKILLS 6.SL.1.b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	SD.6.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
GOAL/STRAND	SD.6.L.	Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
GOAL/STRAND	SD.6.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	SD.6.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

STANDARD	SD.CCRA.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.CCRA.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** **SD.CCRA** **Range of Reading and Level of Text Complexity**
NCHMARK

STANDARD	SD.CCRA.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** **SD.CCRA** **Text Types and Purposes**
NCHMARK

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

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

STANDARD	SD.CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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STANDARD	SD.CCRA.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.
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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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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/BE NCHMARK		Knowledge of Language
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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.
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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.6.RL.** **Reading Standards for Literature**

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
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SUPPORTING SKILLS	6.RL.10.a .	Read and comprehend with proficiency at grade level.
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SUPPORTING SKILLS	6.RL.10.b .	Self-select texts for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	6.RI.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.

GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

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

GOAL/STRAND SD.6.W. Writing Standards

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

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	6.W.9.	Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	6.W.9.b.	Apply grade 6 Reading standards for informational texts to writing.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.6.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

GOAL/STRAND SD.6.L. Language

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS 6.L.4.a. Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND SD.6.L. Language

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

Lesson 26: Unit 8 Formal Essay Models, p. 225-230

South Dakota Content Standards

Language Arts

Grade 6 - 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 .W. College and Career Readiness Anchor Standards for Writing

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

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

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

Lesson 27: Unit 9 Formal Critique, p. 231-242

South Dakota Content Standards

Language Arts

Grade 6 - Adopted: 2018

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

GOAL/STRAND **SD.CCRA** **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** **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.

STANDARD SD.CCR Integrate and evaluate information presented in diverse media and formats, including visually,
A.SL.2. quantitatively, and orally.

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** **Knowledge of Language**
NCHMARK **NCHMARK**

STANDARD SD.CCR Apply knowledge of language to understand how language functions in different contexts, to make
A.L.3. 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.6.RL.** **Reading Standards for Literature**

INDICATOR/BENCHMARK **Key Ideas and Details**

STANDARD	6.RL.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RL.2.	Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RL.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

GOAL/STRAND **SD.6.RL.** **Reading Standards for Literature**

INDICATOR/BENCHMARK **Craft and Structure**

STANDARD	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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GOAL/STRAND **SD.6.RL.** **Reading Standards for Literature**

INDICATOR/BENCHMARK **Range of Reading and Level of Text Complexity**

STANDARD	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	6.RL.10.a	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b	Self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND **SD.6.W.** **Writing Standards**

INDICATOR/BENCHMARK **Text Types and Purposes**

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

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
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GOAL/STRAND	SD.6.W.	Writing Standards
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INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
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GOAL/STRAND	SD.6.W.	Writing Standards
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INDICATOR/BE NCHMARK		Range of Writing
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STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND	SD.6.SL.	Speaking and Listening Standards
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INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

GOAL/STRAND SD.6.L. Language

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

GOAL/STRAND SD.6.L. Language

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

GOAL/STRAND SD.6.L. Language

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

GOAL/STRAND SD.6.L. Language

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 28: Unit 9 Formal Critique, p. 243-250

South Dakota Content Standards

Language Arts

Grade 6 - 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.
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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**

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 .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.
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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 **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.6.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	6.RL.2.	Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GOAL/STRAND	SD.6.RL.	Reading Standards for Literature

INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GOAL/STRAND	SD.6.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	6.RL.10.a	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	6.RI.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	6.RI.10.	By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.

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

SUPPORTING SKILLS	6.W.8.b.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	6.W.9.	Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	6.W.9.b.	Apply grade 6 Reading standards for informational texts to writing.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.6.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	SD.6.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

GOAL/STRAND	SD.6.L.	Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
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GOAL/STRAND	SD.6.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

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

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South Dakota Content Standards

Language Arts

Grade 6 - 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.
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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

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		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.6.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	6.RL.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RL.2.	Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RL.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
GOAL/STRAND	SD.6.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GOAL/STRAND	SD.6.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	6.RL.10.a	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b	Self-select texts for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes

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

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

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

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South Dakota Content Standards

Language Arts

Grade 6 - Adopted: 2018

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

INDICATOR/BENCHMARK Key Ideas and Details

STANDARD SD.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		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.6.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	6.RL.2.	Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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GOAL/STRAND SD.6.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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GOAL/STRAND SD.6.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	6.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
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SUPPORTING SKILLS	6.RL.10.a	Read and comprehend with proficiency at grade level.
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SUPPORTING SKILLS	6.RL.10.b	Self-select texts for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	6.RI.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
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STANDARD	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.
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STANDARD	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
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GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	6.RI.10.	By the end of the year, read and comprehend informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	6.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	6.W.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	6.W.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	6.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	6.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD	6.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	6.W.8.	Gather relevant information from multiple print and digital sources.
SUPPORTING SKILLS	6.W.8.b.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	6.W.9.	Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	6.W.9.b.	Apply grade 6 Reading standards for informational texts to writing.
GOAL/STRAND	SD.6.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	6.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.6.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
GOAL/STRAND	SD.6.L.	Language

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS	6.L.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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SUPPORTING SKILLS	6.L.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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GOAL/STRAND **SD.6.L.** **Language**

INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	6.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SUPPORTING SKILLS	6.L.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
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GOAL/STRAND **SD.6.L.** **Language**

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	6.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.
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GOAL/STRAND **SD.6.L.** **Language**

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