

# Main Criteria: Introduction to Public Speaking

## Secondary Criteria: South Dakota Content Standards

Subject: Language Arts

Grade: 12

### Introduction to Public Speaking

Week 01: Memory and Delivery Techniques; Deliver Speech from KWO, p. 9-16

### South Dakota Content Standards

#### Language Arts

Grade 12 - 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 .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.

STANDARD SD.CCR A.SL.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### 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.
STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Knowledge of Language</b>
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.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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.
<b>GOAL/STRAND</b>	<b>SD.11- 12.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	11- 12.RL.1.	Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
STANDARD	11- 12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text to support thematic analysis.
<b>GOAL/STRAND</b>	<b>SD.11- 12.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Craft and Structure</b>
STANDARD	11- 12.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language.
<b>GOAL/STRAND</b>	<b>SD.11- 12.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>

<b>STANDARD</b>	<b>11-12.RL.10.</b>	<b>By the end of grade 11 read and comprehends literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band independently and proficiently, with guidance and support as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</b>
SUPPORTING SKILLS	11-12.RL.10.a.	Read and comprehend grade level texts for academic tasks.
SUPPORTING SKILLS	11-12.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
SUPPORTING SKILLS	11-12.RL.10.c.	Read widely to understand multiple perspectives and diverse viewpoints.
<b>GOAL/STRAND</b>	<b>SD.11-12.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>INDICATOR/BENCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	11-12.RI.1.	Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
STANDARD	11-12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text to support analysis.
<b>GOAL/STRAND</b>	<b>SD.11-12.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>INDICATOR/BENCHMARK</b>		<b>Craft and Structure</b>
STANDARD	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
<b>GOAL/STRAND</b>	<b>SD.11-12.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>INDICATOR/BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD</b>	<b>11-12.RI.10.</b>	<b>By the end of grade 11, read and comprehend literary nonfiction and informational texts in the grades 11–CCR text complexity band independently and proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction and informational texts at the high end of the grades 11–CCR text complexity band independently and proficiently.</b>
SUPPORTING SKILLS	11-12.RI.10.a.	Read and comprehend grade level texts for academic tasks.
SUPPORTING SKILLS	11-12.RI.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.

SUPPORTING SKILLS	11-12.RI.10.c.	Read widely to understand multiple perspectives and diverse viewpoints.
<b>GOAL/STRAND</b>	<b>SD.11-12.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD</b>	<b>11-12.W.9.</b>	<b>Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.</b>
SUPPORTING SKILLS	11-12.W.9.b.	Apply grades 11–12 Reading standards for literary nonfiction to writing.
<b>GOAL/STRAND</b>	<b>SD.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>11-12.SL.1.</b>	<b>Initiate and participate effectively in a range variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
SUPPORTING SKILLS	11-12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SUPPORTING SKILLS	11-12.SL.1.b.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SUPPORTING SKILLS	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SUPPORTING SKILLS	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>GOAL/STRAND</b>	<b>SD.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>11-12.SL.3.</b>	<b>Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</b>
<b>GOAL/STRAND</b>	<b>SD.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>11-12.SL.4.</b>	<b>Present information, findings, and supporting evidence while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</b>

STANDARD	11-12.SL.6.	Adapt speech to a variety of contexts, audience, tasks, and feedback from self and others, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
<b>GOAL/STRAND</b>	<b>SD.11-12.L.</b>	<b>Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Knowledge of Language</b>

STANDARD	11-12.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. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
<b>GOAL/STRAND</b>	<b>SD.11-12.L.</b>	<b>Language</b>

<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>11-12.L.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

SUPPORTING SKILLS	11-12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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SUPPORTING SKILLS	11-12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>GOAL/STRAND</b>	<b>SD.11-12.L.</b>	<b>Language</b>

<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	11-12.L.6.	Acquire and accurately use general academic and subject 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 considering a word or phrase important to comprehension or expression.

Week 02: Speaker Evaluation Techniques; Structure of a Basic Speech, p. 17-28

**South Dakota Content Standards**

**Language Arts**

**Grade 12 - Adopted: 2018**

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

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

STANDARD     SD.CCR     Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.  
A.SL.3.

**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.

STANDARD     SD.CCR     Adapt speech to a variety of contexts and communicative tasks, demonstrating command of  
A.SL.6.     formal English when indicated or appropriate.

**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 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.
<b>GOAL/STRAND</b>	<b>SD.11- 12.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	11- 12.RL.1.	Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
STANDARD	11- 12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text to support thematic analysis.
<b>GOAL/STRAND</b>	<b>SD.11- 12.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Craft and Structure</b>
STANDARD	11- 12.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language.
<b>GOAL/STRAND</b>	<b>SD.11- 12.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD</b>	<b>11- 12.RL.10.</b>	<b>By the end of grade 11 read and comprehends literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band independently and proficiently, with guidance and support as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</b>
SUPPORTING SKILLS	11- 12.RL.10. a.	Read and comprehend grade level texts for academic tasks.
SUPPORTING SKILLS	11- 12.RL.10. b.	Self-select texts for personal enjoyment, interest, and academic tasks.
SUPPORTING SKILLS	11- 12.RL.10. c.	Read widely to understand multiple perspectives and diverse viewpoints.
<b>GOAL/STRAND</b>	<b>SD.11- 12.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>

STANDARD	11-12.RI.1.	Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
<b>GOAL/STRAND</b>	<b>SD.11-12.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>11-12.W.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
SUPPORTING SKILLS	11-12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<b>GOAL/STRAND</b>	<b>SD.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>11-12.SL.1.</b>	<b>Initiate and participate effectively in a range variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
SUPPORTING SKILLS	11-12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SUPPORTING SKILLS	11-12.SL.1.b.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SUPPORTING SKILLS	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SUPPORTING SKILLS	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>GOAL/STRAND</b>	<b>SD.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	11-12.SL.3.	Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>GOAL/STRAND</b>	<b>SD.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>

STANDARD	11-12.SL.4.	Present information, findings, and supporting evidence while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
STANDARD	11-12.SL.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
STANDARD	11-12.SL.6.	Adapt speech to a variety of contexts, audience, tasks, and feedback from self and others, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

**GOAL/STRAND**    **SD.11-12.L.**    **Language**

<b>INDICATOR/BENCHMARK</b>		<b>Knowledge of Language</b>
STANDARD	11-12.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. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**GOAL/STRAND**    **SD.11-12.L.**    **Language**

<b>INDICATOR/BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>11-12.L.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

SUPPORTING SKILLS	11-12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	11-12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**GOAL/STRAND**    **SD.11-12.L.**    **Language**

<b>INDICATOR/BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	11-12.L.6.	Acquire and accurately use general academic and subject 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 considering a word or phrase important to comprehension or expression.

Week 03: The Body of a Speech, p. 29-42

**South Dakota Content Standards**

**Language Arts**

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

**INDICATOR/BE**    **INDICATOR/BE**    **Key Ideas and Details**  
**NCHMARK**    **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**    **INDICATOR/BE**    **Range of Reading and Level of Text Complexity**  
**NCHMARK**    **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**    **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 A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD	SD.CCR A.SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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.
STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Knowledge of Language</b>
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.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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.
<b>GOAL/STRAND</b>	<b>SD.11- 12.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	11- 12.RL.1.	Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
STANDARD	11- 12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text to support thematic analysis.
<b>GOAL/STRAND</b>	<b>SD.11- 12.RL.</b>	<b>Reading Standards for Literature</b>

<b>INDICATOR/BE NCHMARK</b>		<b>Craft and Structure</b>
STANDARD	11-12.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language.
<b>GOAL/STRAND</b>	<b>SD.11-12.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD</b>	<b>11-12.RL.10.</b>	<b>By the end of grade 11 read and comprehends literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band independently and proficiently, with guidance and support as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</b>
SUPPORTING SKILLS	11-12.RL.10.a.	Read and comprehend grade level texts for academic tasks.
SUPPORTING SKILLS	11-12.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
SUPPORTING SKILLS	11-12.RL.10.c.	Read widely to understand multiple perspectives and diverse viewpoints.
<b>GOAL/STRAND</b>	<b>SD.11-12.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	11-12.RI.1.	Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
<b>GOAL/STRAND</b>	<b>SD.11-12.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>11-12.W.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
SUPPORTING SKILLS	11-12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	11-12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

SUPPORTING SKILLS	11-12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>GOAL/STRAND</b>	<b>SD.11-12.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	11-12.W.4.	Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.
STANDARD	11-12.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
<b>GOAL/STRAND</b>	<b>SD.11-12.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Range of Writing</b>
STANDARD	11-12.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; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
<b>GOAL/STRAND</b>	<b>SD.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	11-12.SL.1.	<b>Initiate and participate effectively in a range variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</b>
SUPPORTING SKILLS	11-12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SUPPORTING SKILLS	11-12.SL.1.b.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SUPPORTING SKILLS	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SUPPORTING SKILLS	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>GOAL/STRAND</b>	<b>SD.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Comprehension and Collaboration</b>

STANDARD	11-12.SL.3.	Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>GOAL/STRAND</b>	<b>SD.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
STANDARD	11-12.SL.4.	Present information, findings, and supporting evidence while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
STANDARD	11-12.SL.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
STANDARD	11-12.SL.6.	Adapt speech to a variety of contexts, audience, tasks, and feedback from self and others, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
<b>GOAL/STRAND</b>	<b>SD.11-12.L.</b>	<b>Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>11-12.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
SUPPORTING SKILLS	11-12.L.1.b.	Resolve issues of complex or contested usage, consulting references as needed.
<b>GOAL/STRAND</b>	<b>SD.11-12.L.</b>	<b>Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Knowledge of Language</b>
STANDARD	11-12.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. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
<b>GOAL/STRAND</b>	<b>SD.11-12.L.</b>	<b>Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>11-12.L.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>
SUPPORTING SKILLS	11-12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SUPPORTING SKILLS	11-12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>GOAL/STRAND</b>	<b>SD.11-12.L.</b>	<b>Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	11-12.L.6.	Acquire and accurately use general academic and subject 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 considering a word or phrase important to comprehension or expression.

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**South Dakota Content Standards**

**Language Arts**

**Grade 12 - Adopted: 2018**

<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Text Types and Purposes</b>
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.
<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>
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.
<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Range of Writing</b>
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.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
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.
STANDARD	SD.CCR A.SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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.
STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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.
<b>GOAL/STRAND</b>	<b>SD.11- 12.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD</b>	<b>11- 12.RL.10.</b>	<b>By the end of grade 11 read and comprehends literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band independently and proficiently, with guidance and support as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</b>
SUPPORTING SKILLS	11- 12.RL.10. a.	Read and comprehend grade level texts for academic tasks.
SUPPORTING SKILLS	11- 12.RL.10. b.	Self-select texts for personal enjoyment, interest, and academic tasks.
SUPPORTING SKILLS	11- 12.RL.10. c.	Read widely to understand multiple perspectives and diverse viewpoints.
<b>GOAL/STRAND</b>	<b>SD.11- 12.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Text Types and Purposes</b>

<b>STANDARD</b>	<b>11-12.W.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
SUPPORTING SKILLS	11-12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	11-12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
SUPPORTING SKILLS	11-12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>GOAL/STRAND</b>	<b>SD.11-12.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	11-12.W.4.	Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.
STANDARD	11-12.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
<b>GOAL/STRAND</b>	<b>SD.11-12.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Range of Writing</b>
STANDARD	11-12.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; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
<b>GOAL/STRAND</b>	<b>SD.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	11-12.SL.1.	<b>Initiate and participate effectively in a range variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
SUPPORTING SKILLS	11-12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SUPPORTING SKILLS	11-12.SL.1.b.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SUPPORTING SKILLS	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SUPPORTING SKILLS	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>GOAL/STRAND</b>	<b>SD.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	11-12.SL.3.	Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>GOAL/STRAND</b>	<b>SD.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
STANDARD	11-12.SL.4.	Present information, findings, and supporting evidence while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
STANDARD	11-12.SL.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
STANDARD	11-12.SL.6.	Adapt speech to a variety of contexts, audience, tasks, and feedback from self and others, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
<b>GOAL/STRAND</b>	<b>SD.11-12.L.</b>	<b>Language</b>
<b>INDICATOR/BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>11-12.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
SUPPORTING SKILLS	11-12.L.1.b.	Resolve issues of complex or contested usage, consulting references as needed.
<b>GOAL/STRAND</b>	<b>SD.11-12.L.</b>	<b>Language</b>
<b>INDICATOR/BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	11-12.L.6.	Acquire and accurately use general academic and subject 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 considering a word or phrase important to comprehension or expression.

**South Dakota Content Standards**

**Language Arts**

Grade 12 - 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.

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      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.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
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.
STANDARD	SD.CCR A.SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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.
STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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.
<b>GOAL/STRAND</b>	<b>SD.11- 12.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Key Ideas and Details</b>
STANDARD	11- 12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text to support thematic analysis.
STANDARD	11- 12.RL.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<b>GOAL/STRAND</b>	<b>SD.11- 12.RL.</b>	<b>Reading Standards for Literature</b>

<b>INDICATOR/BE NCHMARK</b>		<b>Craft and Structure</b>
STANDARD	11-12.RL.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
<b>GOAL/STRAND</b>	<b>SD.11-12.RL.</b>	<b>Reading Standards for Literature</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD</b>	<b>11-12.RL.10.</b>	<b>By the end of grade 11 read and comprehends literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band independently and proficiently, with guidance and support as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</b>
SUPPORTING SKILLS	11-12.RL.10.a.	Read and comprehend grade level texts for academic tasks.
SUPPORTING SKILLS	11-12.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
SUPPORTING SKILLS	11-12.RL.10.c.	Read widely to understand multiple perspectives and diverse viewpoints.
<b>GOAL/STRAND</b>	<b>SD.11-12.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>11-12.W.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
SUPPORTING SKILLS	11-12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	11-12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
SUPPORTING SKILLS	11-12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>GOAL/STRAND</b>	<b>SD.11-12.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>

STANDARD	11-12.W.4.	Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.
STANDARD	11-12.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
<b>GOAL/STRAND</b>	<b>SD.11-12.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>GOAL/STRAND</b>	<b>SD.11-12.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Range of Writing</b>
STANDARD	11-12.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; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
<b>GOAL/STRAND</b>	<b>SD.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>11-12.SL.1.</b>	<b>Initiate and participate effectively in a range variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
SUPPORTING SKILLS	11-12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SUPPORTING SKILLS	11-12.SL.1.b.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SUPPORTING SKILLS	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SUPPORTING SKILLS	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>GOAL/STRAND</b>	<b>SD.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>

STANDARD	11-12.SL.3.	Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>GOAL/STRAND</b>	<b>SD.11-12.SL.</b>	<b>Speaking and Listening Standards</b>

<b>INDICATOR/BE NCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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STANDARD	11-12.SL.4.	Present information, findings, and supporting evidence while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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STANDARD	11-12.SL.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
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STANDARD	11-12.SL.6.	Adapt speech to a variety of contexts, audience, tasks, and feedback from self and others, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
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<b>GOAL/STRAND</b>	<b>SD.11-12.L.</b>	<b>Language</b>
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<b>INDICATOR/BE NCHMARK</b>		<b>Conventions of Standard English</b>
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<b>STANDARD</b>	<b>11-12.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
SUPPORTING SKILLS	11-12.L.1.b.	Resolve issues of complex or contested usage, consulting references as needed.

<b>GOAL/STRAND</b>	<b>SD.11-12.L.</b>	<b>Language</b>
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<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD	11-12.L.6.	Acquire and accurately use general academic and subject 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 considering a word or phrase important to comprehension or expression.
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Week 06: Two Primary Speech Goals, p. 63-66

## South Dakota Content Standards

### Language Arts

#### Grade 12 - Adopted: 2018

<b>GOAL/STRAND</b>	<b>SD.CCRA.W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>INDICATOR/BE NCHMARK</b>		<b>Text Types and Purposes</b>
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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.
<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>INDICATOR/BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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.
STANDARD	SD.CCR A.SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>GOAL/STRAND</b>	<b>SD.11- 12.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.
STANDARD	11- 12.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
<b>GOAL/STRAND</b>	<b>SD.11- 12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>11- 12.SL.1.</b>	<b>Initiate and participate effectively in a range variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
SUPPORTING SKILLS	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SUPPORTING SKILLS	11- 12.SL.1.b.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SUPPORTING SKILLS	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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SUPPORTING SKILLS	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**GOAL/STRAND**    **SD.11-12.SL.**    **Speaking and Listening Standards**

<b>INDICATOR/BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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STANDARD	11-12.SL.3.	Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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**GOAL/STRAND**    **SD.11-12.SL.**    **Speaking and Listening Standards**

<b>INDICATOR/BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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STANDARD	11-12.SL.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
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STANDARD	11-12.SL.6.	Adapt speech to a variety of contexts, audience, tasks, and feedback from self and others, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
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Week 07: Expository Speech, p. 67-78

**South Dakota Content Standards**

**Language Arts**

**Grade 12 - Adopted: 2018**

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

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

<b>INDICATOR/BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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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.
<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	SD.CCR A.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCR A.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Range of Writing</b>
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.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
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.
STANDARD	SD.CCR A.SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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.
STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

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

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.11-**    **Reading Standards for Informational Text**  
**12.RI.**

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

STANDARD    11-    Integrate and evaluate multiple sources of information presented in different media or formats (e.g.,  
12.RI.7.    visually, verbally, quantitatively) in order to address a question or solve a problem.

**GOAL/STRAND**    **SD.11-**    **Writing Standards**  
**12.W.**

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

STANDARD    11-    **Write informative/explanatory texts to examine and convey complex ideas, concepts,**  
12.W.2.    **and information clearly and accurately through the effective selection, organization,**  
**and analysis of content.**

SUPPORTING    11-    Introduce a topic; organize complex ideas, concepts, and information so that each new element  
SKILLS    12.W.2.a.    builds on that which precedes it to create a unified whole; include formatting (e.g., headings),  
graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

SUPPORTING    11-    Develop the topic thoroughly by selecting the most significant and relevant facts, extended  
SKILLS    12.W.2.b.    definitions, concrete details, quotations, or other information and examples appropriate to the  
audience's knowledge of the topic.

SUPPORTING    11-    Use appropriate and varied transitions and syntax to link the major sections of the text, create  
SKILLS    12.W.2.c.    cohesion, and clarify the relationships among complex ideas and concepts.

SUPPORTING    11-    Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and  
SKILLS    12.W.2.d.    analogy to manage the complexity of the topic. e. Provide a concluding statement or section that  
follows from and supports the information or explanation presented (e.g., articulating implications or  
the significance of the topic).

**GOAL/STRAND**    **SD.11-**    **Writing Standards**  
**12.W.**

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

STANDARD    11-    Produce clear and coherent writing in which the development, organization, style and tone are  
12.W.4.    appropriate to grade-specific task, purpose, and audience.

STANDARD    11-    Use a writing process to develop and strengthen writing as needed by planning, revising, editing,  
12.W.5.    rewriting, or trying a new approach, focusing on addressing what is most significant for a specific  
purpose and audience. (Editing for conventions should demonstrate command of Language  
standards 1–3 up to and including grades 11–12.)

**GOAL/STRAND**     **SD.11-12.W.**     **Writing Standards**

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD	11-12.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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**GOAL/STRAND**     **SD.11-12.W.**     **Writing Standards**

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD	11-12.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; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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**GOAL/STRAND**     **SD.11-12.SL.**     **Speaking and Listening Standards**

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	11-12.SL.1.	<b>Initiate and participate effectively in a range variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</b>

SUPPORTING SKILLS	11-12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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SUPPORTING SKILLS	11-12.SL.1.b.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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SUPPORTING SKILLS	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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SUPPORTING SKILLS	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**GOAL/STRAND**     **SD.11-12.SL.**     **Speaking and Listening Standards**

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	11-12.SL.3.	Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>GOAL/STRAND</b>	<b>SD.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
STANDARD	11-12.SL.4.	Present information, findings, and supporting evidence while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
STANDARD	11-12.SL.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
STANDARD	11-12.SL.6.	Adapt speech to a variety of contexts, audience, tasks, and feedback from self and others, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
<b>GOAL/STRAND</b>	<b>SD.11-12.L.</b>	<b>Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	11-12.L.6.	Acquire and accurately use general academic and subject 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 considering a word or phrase important to comprehension or expression.

Week 08: Three Modes of Persuasion, p. 79-82

## South Dakota Content Standards

### Language Arts

Grade 12 - Adopted: 2018

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

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.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
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.
STANDARD	SD.CCR A.SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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.
STANDARD	SD.CCR A.SL.5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>GOAL/STRAND</b>	<b>SD.11- 12.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>11- 12.W.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
SUPPORTING SKILLS	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<b>GOAL/STRAND</b>	<b>SD.11- 12.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.

STANDARD	11-12.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
<b>GOAL/STRAND</b>	<b>SD.11-12.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>GOAL/STRAND</b>	<b>SD.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>11-12.SL.1.</b>	<b>Initiate and participate effectively in a range variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</b>
SUPPORTING SKILLS	11-12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SUPPORTING SKILLS	11-12.SL.1.b.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SUPPORTING SKILLS	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SUPPORTING SKILLS	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>GOAL/STRAND</b>	<b>SD.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	11-12.SL.3.	Evaluate a speaker’s point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>GOAL/STRAND</b>	<b>SD.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>

STANDARD	11-12.SL.4.	Present information, findings, and supporting evidence while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
STANDARD	11-12.SL.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
STANDARD	11-12.SL.6.	Adapt speech to a variety of contexts, audience, tasks, and feedback from self and others, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

Week 09: Persuasive Speech, p. 83-94

**South Dakota Content Standards**

**Language Arts**

**Grade 12 - Adopted: 2018**

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

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

STANDARD	SD.CCR A.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**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.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.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.
<b>GOAL/STRAND</b>	<b>SD.CCRA .W.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Range of Writing</b>
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.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
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.
STANDARD	SD.CCR A.SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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.
STANDARD	SD.CCR A.SL.5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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.
<b>GOAL/STRAND</b>	<b>SD.11- 12.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Integration of Knowledge and Ideas</b>

STANDARD	11-12.RI.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, verbally, quantitatively) in order to address a question or solve a problem.
<b>GOAL/STRAND</b>	<b>SD.11-12.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>11-12.W.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
SUPPORTING SKILLS	11-12.W.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
SUPPORTING SKILLS	11-12.W.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
SUPPORTING SKILLS	11-12.W.1.c.	Use transitional words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
<b>GOAL/STRAND</b>	<b>SD.11-12.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>11-12.W.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
SUPPORTING SKILLS	11-12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<b>GOAL/STRAND</b>	<b>SD.11-12.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	11-12.W.4.	Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.
STANDARD	11-12.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
<b>GOAL/STRAND</b>	<b>SD.11-12.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Research to Build and Present Knowledge</b>

STANDARD	11-12.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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**GOAL/STRAND**    **SD.11-12.W.**    **Writing Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Range of Writing</b>
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STANDARD	11-12.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; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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**GOAL/STRAND**    **SD.11-12.SL.**    **Speaking and Listening Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>STANDARD</b>	<b>11-12.SL.1.</b>	<b>Initiate and participate effectively in a range variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</b>
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SUPPORTING SKILLS	11-12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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SUPPORTING SKILLS	11-12.SL.1.b.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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SUPPORTING SKILLS	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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SUPPORTING SKILLS	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**GOAL/STRAND**    **SD.11-12.SL.**    **Speaking and Listening Standards**

<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
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STANDARD	11-12.SL.3.	Evaluate a speaker’s point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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**GOAL/STRAND**    **SD.11-12.SL.**    **Speaking and Listening Standards**

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	11-12.SL.4.	Present information, findings, and supporting evidence while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
STANDARD	11-12.SL.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
STANDARD	11-12.SL.6.	Adapt speech to a variety of contexts, audience, tasks, and feedback from self and others, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
<b>GOAL/STRAND</b>	<b>SD.11-12.L.</b>	<b>Language</b>

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	11-12.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	11-12.L.1.b.	Resolve issues of complex or contested usage, consulting references as needed.
<b>GOAL/STRAND</b>	<b>SD.11-12.L.</b>	<b>Language</b>

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	11-12.L.6.	Acquire and accurately use general academic and subject 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 considering a word or phrase important to comprehension or expression.

Week 10: Extensive Memory Techniques, p. 95-98

**South Dakota Content Standards**

**Language Arts**

**Grade 12 - Adopted: 2018**

GOAL/STRAND	SD.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD	SD.CCR A.SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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.
<b>GOAL/STRAND</b>	<b>SD.11- 12.W.</b>	<b>Writing Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Production and Distribution of Writing</b>
STANDARD	11- 12.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
<b>GOAL/STRAND</b>	<b>SD.11- 12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>11- 12.SL.1.</b>	<b>Initiate and participate effectively in a range variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
SUPPORTING SKILLS	11- 12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SUPPORTING SKILLS	11- 12.SL.1.b.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SUPPORTING SKILLS	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SUPPORTING SKILLS	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>GOAL/STRAND</b>	<b>SD.11- 12.SL.</b>	<b>Speaking and Listening Standards</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
STANDARD	11- 12.SL.3.	Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**GOAL/STRAND**    **SD.11-12.SL.**    **Speaking and Listening Standards**

INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	11-12.SL.4.	Present information, findings, and supporting evidence while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
STANDARD	11-12.SL.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
STANDARD	11-12.SL.6.	Adapt speech to a variety of contexts, audience, tasks, and feedback from self and others, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

Week 11: Impromptu Speech, p. 99-110

**South Dakota Content Standards**

**Language Arts**

Grade 12 - Adopted: 2018

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

INDICATOR/BENCHMARK		Craft and Structure
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STANDARD	SD.CCRA.R.6.	Assess how point of view or purpose shapes the content and style of a text.
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**GOAL/STRAND**    **SD.CCRA.W.**    **College and Career Readiness Anchor Standards for Writing**

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

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
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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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**GOAL/STRAND**    **SD.CCRA.W.**    **College and Career Readiness Anchor Standards for Writing**

INDICATOR/BENCHMARK		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.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Comprehension and Collaboration</b>
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.
STANDARD	SD.CCR A.SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>GOAL/STRAND</b>	<b>SD.CCRA .SL.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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.
STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>GOAL/STRAND</b>	<b>SD.CCRA .L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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.
<b>GOAL/STRAND</b>	<b>SD.11- 12.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>INDICATOR/BE NCHMARK</b>		<b>Craft and Structure</b>
STANDARD	11- 12.RI.6.	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to its overall rhetorical effectiveness.
<b>GOAL/STRAND</b>	<b>SD.11- 12.W.</b>	<b>Writing Standards</b>

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	11-12.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

SUPPORTING SKILLS 11-12.W.2.b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

GOAL/STRAND SD.11-12.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD 11-12.W.5. Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

GOAL/STRAND SD.11-12.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD 11-12.W.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD 11-12.W.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

GOAL/STRAND SD.11-12.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD 11-12.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; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.11-12.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD 11-12.SL.1. Initiate and participate effectively in a range variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SUPPORTING SKILLS 11-12.SL.1.a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SUPPORTING SKILLS	11-12.SL.1.b.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SUPPORTING SKILLS	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SUPPORTING SKILLS	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>GOAL/STRAND</b>	<b>SD.11-12.SL.</b>	<b>Speaking and Listening Standards</b>

<b>INDICATOR/BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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STANDARD	11-12.SL.3.	Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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<b>GOAL/STRAND</b>	<b>SD.11-12.SL.</b>	<b>Speaking and Listening Standards</b>
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<b>INDICATOR/BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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STANDARD	11-12.SL.4.	Present information, findings, and supporting evidence while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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STANDARD	11-12.SL.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
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STANDARD	11-12.SL.6.	Adapt speech to a variety of contexts, audience, tasks, and feedback from self and others, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
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<b>GOAL/STRAND</b>	<b>SD.11-12.L.</b>	<b>Language</b>
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<b>INDICATOR/BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD	11-12.L.6.	Acquire and accurately use general academic and subject 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 considering a word or phrase important to comprehension or expression.
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Week 12: Various Speech Opportunities, p. 110-119

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

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

**Range of Writing**

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**  
**NCHMARK**

**Comprehension and Collaboration**

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.

STANDARD     SD.CCR     Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.  
A.SL.3.

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

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

**Presentation of Knowledge and Ideas**

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.

STANDARD     SD.CCR     Adapt speech to a variety of contexts and communicative tasks, demonstrating command of  
A.SL.6.     formal English when indicated or appropriate.

**GOAL/STRAND**     **SD.11-**     **Writing Standards**  
**12.W.**

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

**Research to Build and Present Knowledge**

STANDARD     11-     Gather relevant information from multiple authoritative print and digital sources, using advanced  
12.W.8.     searches effectively; assess the strengths and limitations of each source in terms of the task,  
purpose, and audience; integrate information into the text selectively to maintain the flow of ideas,  
avoiding plagiarism and overreliance on any one source and following a standard format for  
citation.

**GOAL/STRAND**     **SD.11-**     **Writing Standards**  
**12.W.**

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

**Range of Writing**

STANDARD     11-     Write routinely over extended time frames (time for research, reflection, and revision) and shorter  
12.W.10.     time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences;  
independently select writing topics and formats for personal enjoyment, interest, and academic  
tasks.

**GOAL/STRAND**    **SD.11-12.SL.**    **Speaking and Listening Standards**

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	11-12.SL.1.	Initiate and participate effectively in a range variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SUPPORTING SKILLS	11-12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SUPPORTING SKILLS	11-12.SL.1.b.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SUPPORTING SKILLS	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SUPPORTING SKILLS	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**GOAL/STRAND**    **SD.11-12.SL.**    **Speaking and Listening Standards**

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	11-12.SL.3.	Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**GOAL/STRAND**    **SD.11-12.SL.**    **Speaking and Listening Standards**

INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	11-12.SL.4.	Present information, findings, and supporting evidence while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
STANDARD	11-12.SL.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
STANDARD	11-12.SL.6.	Adapt speech to a variety of contexts, audience, tasks, and feedback from self and others, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)