

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

South Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2018

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

INDICATOR/B ENCHMARK		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 College and Career Readiness Anchor Standards for Reading**
.R.

INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

INDICATOR/B ENCHMARK		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 College and Career Readiness Anchor Standards for Writing**
.W.

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

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

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

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

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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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.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

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

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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STANDARD	4.RI.5.	Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text (description, chronology, comparison, cause/effect, problem/solution).
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GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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STANDARD	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	4.RI.10.	By the end of the year read and comprehend a variety of informational texts.
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SUPPORTING SKILLS	4.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).
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SUPPORTING SKILLS	4.RI.10.b.	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.4.RF. Reading Standards: Foundational Skills

INDICATOR/BENCHMARK		Fluency
STANDARD	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

SUPPORTING SKILLS 4.RF.4.a. Read grade-level text with purpose and understanding.

SUPPORTING SKILLS 4.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND SD.4.W. Writing Standards

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

GOAL/STRAND SD.4.W. Writing Standards

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

GOAL/STRAND SD.4.W. Writing Standards

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

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

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

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

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

SUPPORTING SKILLS 4.SL.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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

SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SUPPORTING SKILLS	4.SL.1.e.	Cooperate and problem solve as appropriate for productive group discussions.

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

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

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

INDICATOR/BENCHMARK		Knowledge of Language
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STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SUPPORTING SKILLS	4.L.3.c.	Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.
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GOAL/STRAND SD.4.L. Language Standards

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

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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**GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.**

INDICATOR/B ENCHMARK		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 College and Career Readiness Anchor Standards for Reading
.R.**

INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

INDICATOR/B ENCHMARK		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 College and Career Readiness Anchor Standards for Writing
.W.**

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

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

INDICATOR/B ENCHMARK		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.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

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

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

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

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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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.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

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

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

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

STANDARD SD.CCR A.L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD 4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD 4.RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

STANDARD 4.RI.5. Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text (description, chronology, comparison, cause/effect, problem/solution).

GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD 4.RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

STANDARD 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.

GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD 4.RI.10. By the end of the year read and comprehend a variety of informational texts.

SUPPORTING SKILLS 4.RI.10.a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).

SUPPORTING SKILLS 4.RI.10.b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.

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

INDICATOR/BENCHMARK		Fluency
STANDARD	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

SUPPORTING SKILLS 4.RF.4.a. Read grade-level text with purpose and understanding.

SUPPORTING SKILLS 4.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND SD.4.W. Writing Standards

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

SUPPORTING SKILLS 4.W.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.

SUPPORTING SKILLS 4.W.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

SUPPORTING SKILLS 4.W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUPPORTING SKILLS 4.W.2.e. Provide a conclusion related to the information or explanation presented.

GOAL/STRAND SD.4.W. Writing Standards

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

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

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	4.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing.

SUPPORTING SKILLS 4.W.6.a. Produce and publish writing

SUPPORTING SKILLS	4.W.6.b.	Interact and collaborate with others
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SUPPORTING SKILLS	4.W.6.c.	Demonstrate sufficient keyboarding skills to type.
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GOAL/STRAND SD.4.W. Writing Standards

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

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

INDICATOR/BENCHMARK		Range of Writing
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STANDARD	4.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.4.SL. Speaking and Listening Standards

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

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

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

INDICATOR/BENCHMARK		Knowledge of Language
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STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
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SUPPORTING SKILLS	4.L.3.c.	Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.
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GOAL/STRAND SD.4.L. Language Standards

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

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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STANDARD	SD.CCR A.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 College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

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

INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD	SD.CCR A.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		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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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

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

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

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

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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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.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.4.RL. Reading Standards for Literature

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD	4.RL.2.	Determine a theme of a story, drama, or poem and explain how it is supported by details in the text; summarize the text.
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STANDARD	4.RL.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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GOAL/STRAND SD.4.RL. Reading Standards for Literature

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	4.RL.5.	Explain major differences between stories, dramas, and poems, and refer to the structural elements of poems (e.g., verse, stanza, rhythm, meter) and dramas (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
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STANDARD	4.RL.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
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GOAL/STRAND SD.4.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	4.RL.10.	By the end of the year read and comprehend a variety of literary texts.
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SUPPORTING SKILLS	4.RL.10.a	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).
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SUPPORTING SKILLS 4.RL.10.b With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.

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

INDICATOR/BENCHMARK		Fluency
STANDARD	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

SUPPORTING SKILLS 4.RF.4.a. Read grade-level text with purpose and understanding.

SUPPORTING SKILLS 4.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND SD.4.W. Writing Standards

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

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

SUPPORTING SKILLS 4.W.3.b. Use narrative techniques, such as dialogue and description to develop experiences and events or show the responses of characters to situations.

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

SUPPORTING SKILLS 4.W.3.e. Provide a conclusion that follows from the narrated experiences or events (when appropriate to the genre).

GOAL/STRAND SD.4.W. Writing Standards

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

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

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	4.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing.

SUPPORTING SKILLS	4.W.6.a.	Produce and publish writing
SUPPORTING SKILLS	4.W.6.b.	Interact and collaborate with others
SUPPORTING SKILLS	4.W.6.c.	Demonstrate sufficient keyboarding skills to type.

GOAL/STRAND SD.4.W. Writing Standards

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

GOAL/STRAND SD.4.W. Writing Standards

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

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

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
STANDARD	4.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

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

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

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

SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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GOAL/STRAND SD.4.SL. Speaking and Listening Standards

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

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

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

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

INDICATOR/BENCHMARK		Knowledge of Language
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STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
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SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.
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SUPPORTING SKILLS	4.L.3.c.	Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.
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GOAL/STRAND SD.4.L. Language Standards

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

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

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

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

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

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD	SD.CCR A.R.6.	Assess how point of view or purpose shapes the content and style of a text.

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

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

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

INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD	SD.CCR A.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

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

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

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

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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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.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.4.RL. Reading Standards for Literature

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD	4.RL.2.	Determine a theme of a story, drama, or poem and explain how it is supported by details in the text; summarize the text.
STANDARD	4.RL.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

GOAL/STRAND SD.4.RL. Reading Standards for Literature

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	4.RL.5.	Explain major differences between stories, dramas, and poems, and refer to the structural elements of poems (e.g., verse, stanza, rhythm, meter) and dramas (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
STANDARD	4.RL.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

GOAL/STRAND SD.4.RL. Reading Standards for Literature

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	4.RL.10.	By the end of the year read and comprehend a variety of literary texts.
SUPPORTING SKILLS	4.RL.10.a	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).
SUPPORTING SKILLS	4.RL.10.b	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.

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

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

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	4.W.3.	Write narratives (e.g., story, poetry, drama) to develop real and imagined experiences or events using effective technique, descriptive details, and clear event sequences.
SUPPORTING SKILLS	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
SUPPORTING SKILLS	4.W.3.b.	Use narrative techniques, such as dialogue and description to develop experiences and events or show the responses of characters to situations.

SUPPORTING SKILLS	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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SUPPORTING SKILLS	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events (when appropriate to the genre).
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GOAL/STRAND SD.4.W. Writing Standards

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

INDICATOR/BE ENCHMARK		Production and Distribution of Writing
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STANDARD	4.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing.
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SUPPORTING SKILLS	4.W.6.a.	Produce and publish writing
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SUPPORTING SKILLS	4.W.6.b.	Interact and collaborate with others
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SUPPORTING SKILLS	4.W.6.c.	Demonstrate sufficient keyboarding skills to type.
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GOAL/STRAND SD.4.W. Writing Standards

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

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

INDICATOR/BE ENCHMARK		Range of Writing
STANDARD	4.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

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

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

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

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

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

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

GOAL/STRAND SD.4.L. Language Standards

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

GOAL/STRAND SD.4.L. Language Standards

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

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.
SUPPORTING SKILLS	4.L.3.c.	Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.

GOAL/STRAND SD.4.L. Language Standards

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

GOAL/STRAND SD.4.L. Language Standards

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

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

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

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

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

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

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

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

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

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

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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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.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

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

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

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

STANDARD SD.CCR A.L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD 4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD 4.RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

STANDARD 4.RI.5. Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text (description, chronology, comparison, cause/effect, problem/solution).

GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD 4.RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

STANDARD 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.

GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD 4.RI.10. By the end of the year read and comprehend a variety of informational texts.

SUPPORTING SKILLS 4.RI.10.a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).

SUPPORTING SKILLS 4.RI.10.b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.

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

INDICATOR/BE NCHMARK		Fluency
STANDARD	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

SUPPORTING SKILLS 4.RF.4.a. Read grade-level text with purpose and understanding.

SUPPORTING SKILLS 4.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND SD.4.W. Writing Standards

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

SUPPORTING SKILLS 4.W.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.

SUPPORTING SKILLS 4.W.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

SUPPORTING SKILLS 4.W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND SD.4.W. Writing Standards

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

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

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing.

SUPPORTING SKILLS 4.W.6.a. Produce and publish writing

SUPPORTING SKILLS 4.W.6.b. Interact and collaborate with others

SUPPORTING SKILLS	4.W.6.c.	Demonstrate sufficient keyboarding skills to type.
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GOAL/STRAND SD.4.W. Writing Standards

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

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

INDICATOR/BENCHMARK		Range of Writing
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STANDARD	4.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.4.SL. Speaking and Listening Standards

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

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

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

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

GOAL/STRAND SD.4.L. Language Standards

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

GOAL/STRAND SD.4.L. Language Standards

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

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

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
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STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SUPPORTING SKILLS 4.L.3.a. Choose words and phrases to convey ideas precisely.

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

SUPPORTING SKILLS 4.L.3.c. Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.

GOAL/STRAND SD.4.L. Language Standards

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

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 47-52

South Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2018

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

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

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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STANDARD	SD.CCR A.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 College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

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

INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD	SD.CCR A.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

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

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

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

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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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.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.4.RL. Reading Standards for Literature

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD	4.RL.2.	Determine a theme of a story, drama, or poem and explain how it is supported by details in the text; summarize the text.
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STANDARD	4.RL.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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GOAL/STRAND SD.4.RL. Reading Standards for Literature

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	4.RL.5.	Explain major differences between stories, dramas, and poems, and refer to the structural elements of poems (e.g., verse, stanza, rhythm, meter) and dramas (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
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STANDARD	4.RL.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
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GOAL/STRAND SD.4.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	4.RL.10.	By the end of the year read and comprehend a variety of literary texts.

SUPPORTING SKILLS	4.RL.10.a	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).
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SUPPORTING SKILLS	4.RL.10.b	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.4.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Fluency
STANDARD	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

SUPPORTING SKILLS	4.RF.4.a.	Read grade-level text with purpose and understanding.
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SUPPORTING SKILLS	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	4.W.3.	Write narratives (e.g., story, poetry, drama) to develop real and imagined experiences or events using effective technique, descriptive details, and clear event sequences.

SUPPORTING SKILLS	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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SUPPORTING SKILLS	4.W.3.b.	Use narrative techniques, such as dialogue and description to develop experiences and events or show the responses of characters to situations.
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SUPPORTING SKILLS	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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SUPPORTING SKILLS	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events (when appropriate to the genre).
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SUPPORTING SKILLS	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events (when appropriate to the genre).
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GOAL/STRAND SD.4.W. Writing Standards

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

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	4.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing.

SUPPORTING SKILLS 4.W.6.a. Produce and publish writing

SUPPORTING SKILLS 4.W.6.b. Interact and collaborate with others

SUPPORTING SKILLS 4.W.6.c. Demonstrate sufficient keyboarding skills to type.

GOAL/STRAND SD.4.W. Writing Standards

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

GOAL/STRAND SD.4.W. Writing Standards

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

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

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

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BENCHMARK		Range of Writing
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STANDARD 4.W.10. Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

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

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

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

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

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

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

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

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

SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
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SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.
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SUPPORTING SKILLS	4.L.3.c.	Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.
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GOAL/STRAND SD.4.L. Language Standards

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

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

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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UNIT 3: RETELLING NARRATIVE STORIES Week 7 Page 53-60

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

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

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

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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STANDARD	SD.CCR A.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 College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

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

INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD	SD.CCR A.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

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

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

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

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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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.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.4.RL. Reading Standards for Literature

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD	4.RL.2.	Determine a theme of a story, drama, or poem and explain how it is supported by details in the text; summarize the text.
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STANDARD	4.RL.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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GOAL/STRAND SD.4.RL. Reading Standards for Literature

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	4.RL.5.	Explain major differences between stories, dramas, and poems, and refer to the structural elements of poems (e.g., verse, stanza, rhythm, meter) and dramas (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
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STANDARD	4.RL.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
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GOAL/STRAND SD.4.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	4.RL.10.	By the end of the year read and comprehend a variety of literary texts.
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SUPPORTING SKILLS	4.RL.10.a	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).
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SUPPORTING SKILLS	4.RL.10.b	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.4.RF. Reading Standards: Foundational Skills

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

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

GOAL/STRAND SD.4.W. Writing Standards

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

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	4.W.6.a.	Produce and publish writing
SUPPORTING SKILLS	4.W.6.b.	Interact and collaborate with others
SUPPORTING SKILLS	4.W.6.c.	Demonstrate sufficient keyboarding skills to type.

GOAL/STRAND SD.4.W. Writing Standards

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

GOAL/STRAND SD.4.W. Writing Standards

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

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

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

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD 4.W.10. Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

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

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

SUPPORTING SKILLS 4.SL.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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

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

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

SUPPORTING SKILLS 4.SL.1.e. Cooperate and problem solve as appropriate for productive group discussions.

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

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

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

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

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

SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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GOAL/STRAND SD.4.L. Language Standards

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

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

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

SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
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SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.
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SUPPORTING SKILLS	4.L.3.c.	Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.
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GOAL/STRAND SD.4.L. Language Standards

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

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

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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UNIT 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70

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

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

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

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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STANDARD	SD.CCR A.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 College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

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

INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD	SD.CCR A.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

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

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

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

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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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.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.4.RL. Reading Standards for Literature

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD	4.RL.2.	Determine a theme of a story, drama, or poem and explain how it is supported by details in the text; summarize the text.
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STANDARD	4.RL.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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GOAL/STRAND SD.4.RL. Reading Standards for Literature

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	4.RL.5.	Explain major differences between stories, dramas, and poems, and refer to the structural elements of poems (e.g., verse, stanza, rhythm, meter) and dramas (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
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STANDARD	4.RL.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
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GOAL/STRAND SD.4.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	4.RL.10.	By the end of the year read and comprehend a variety of literary texts.

SUPPORTING SKILLS	4.RL.10.a	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).
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SUPPORTING SKILLS	4.RL.10.b	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.4.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Fluency
STANDARD	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

SUPPORTING SKILLS	4.RF.4.a.	Read grade-level text with purpose and understanding.
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SUPPORTING SKILLS	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	4.W.3.	Write narratives (e.g., story, poetry, drama) to develop real and imagined experiences or events using effective technique, descriptive details, and clear event sequences.

SUPPORTING SKILLS	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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SUPPORTING SKILLS	4.W.3.b.	Use narrative techniques, such as dialogue and description to develop experiences and events or show the responses of characters to situations.
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SUPPORTING SKILLS	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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SUPPORTING SKILLS	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events (when appropriate to the genre).
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GOAL/STRAND SD.4.W. Writing Standards

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

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing.

SUPPORTING SKILLS	4.W.6.a.	Produce and publish writing
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SUPPORTING SKILLS	4.W.6.b.	Interact and collaborate with others
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SUPPORTING SKILLS	4.W.6.c.	Demonstrate sufficient keyboarding skills to type.
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GOAL/STRAND SD.4.W. Writing Standards

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

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

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

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD	4.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.4.SL. Speaking and Listening Standards

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

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

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

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

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

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

GOAL/STRAND SD.4.L. Language Standards

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

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

GOAL/STRAND SD.4.L. Language Standards

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

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

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

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.
SUPPORTING SKILLS	4.L.3.c.	Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.

GOAL/STRAND SD.4.L. Language Standards

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

GOAL/STRAND SD.4.L. Language Standards

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

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

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

INDICATOR/B ENCHMARK		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 College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

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

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

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

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

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

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

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

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

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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STANDARD	4.RI.5.	Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text (description, chronology, comparison, cause/effect, problem/solution).
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GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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STANDARD	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	4.RI.10.	By the end of the year read and comprehend a variety of informational texts.
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SUPPORTING SKILLS	4.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).
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SUPPORTING SKILLS	4.RI.10.b.	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.4.RF. Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Phonics and Word Recognitions
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STANDARD	4.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.
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GOAL/STRAND SD.4.RF. Reading Standards: Foundational Skills

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

INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SUPPORTING SKILLS	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.
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SUPPORTING SKILLS	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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SUPPORTING SKILLS	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GOAL/STRAND SD.4.W. Writing Standards

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

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing.

SUPPORTING SKILLS	4.W.6.a.	Produce and publish writing
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SUPPORTING SKILLS	4.W.6.b.	Interact and collaborate with others
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SUPPORTING SKILLS	4.W.6.c.	Demonstrate sufficient keyboarding skills to type.
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GOAL/STRAND SD.4.W. Writing Standards

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

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

INDICATOR/BENCHMARK		Range of Writing
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STANDARD 4.W.10. Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

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

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

GOAL/STRAND SD.4.L. Language Standards

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

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

GOAL/STRAND SD.4.L. Language Standards

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

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

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

GOAL/STRAND SD.4.L. Language Standards

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

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

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

SUPPORTING SKILLS 4.L.3.c. Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.

GOAL/STRAND SD.4.L. Language Standards

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

SUPPORTING SKILLS	4.L.4.a.	Use context as a clue to the meaning of a word or phrase.
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SUPPORTING SKILLS	4.L.4.b.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word
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GOAL/STRAND SD.4.L. Language Standards

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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UNIT 4: SUMMARIZING A REFERENCE Week 11 Page 91-96

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

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

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

INDICATOR/B ENCHMARK		Craft and Structure
---------------------------------	--	----------------------------

STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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**GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.**

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.

INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
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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/B ENCHMARK		Text Types and Purposes
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STANDARD SD.CCR Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately
A.W.2. through the effective selection, organization, and analysis of content.

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

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

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

STANDARD SD.CCR Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
A.W.6.

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

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

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

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD SD.CCR Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
A.W.10. 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/B ENCHMARK		Comprehension and Collaboration
----------------------	--	---------------------------------

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

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

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

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

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

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

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

STANDARD SD.CCR A.L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD 4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD 4.RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

STANDARD 4.RI.5. Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text (description, chronology, comparison, cause/effect, problem/solution).

GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
----------------------	--	------------------------------------

STANDARD 4.RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

STANDARD 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.

GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	4.RI.10.	By the end of the year read and comprehend a variety of informational texts.

SUPPORTING SKILLS 4.RI.10.a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).

SUPPORTING SKILLS 4.RI.10.b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.

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

INDICATOR/BE NCHMARK		Fluency
STANDARD	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

SUPPORTING SKILLS 4.RF.4.a. Read grade-level text with purpose and understanding.

SUPPORTING SKILLS 4.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND SD.4.W. Writing Standards

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

SUPPORTING SKILLS 4.W.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.

SUPPORTING SKILLS 4.W.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

SUPPORTING SKILLS 4.W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND SD.4.W. Writing Standards

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

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

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing.

SUPPORTING SKILLS 4.W.6.a. Produce and publish writing

SUPPORTING SKILLS 4.W.6.b. Interact and collaborate with others

SUPPORTING SKILLS 4.W.6.c. Demonstrate sufficient keyboarding skills to type.

GOAL/STRAND SD.4.W. Writing Standards

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

GOAL/STRAND SD.4.W. Writing Standards

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

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

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

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/B ENCHMARK		Range of Writing
---------------------------------	--	-------------------------

STANDARD 4.W.10. Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

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

INDICATOR/B ENCHMARK		Comprehension and Collaboration
---------------------------------	--	--

STANDARD 4.SL.2. Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.

GOAL/STRAND SD.4.L. Language Standards

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

GOAL/STRAND SD.4.L. Language Standards

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

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

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

GOAL/STRAND SD.4.L. Language Standards

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

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

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

SUPPORTING SKILLS 4.L.3.c. Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.

GOAL/STRAND SD.4.L. Language Standards

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

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

GOAL/STRAND SD.4.L. Language Standards

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

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

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

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.

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

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

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

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

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

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

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

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

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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STANDARD	4.RI.5.	Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text (description, chronology, comparison, cause/effect, problem/solution).
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GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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STANDARD	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	4.RI.10.	By the end of the year read and comprehend a variety of informational texts.
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SUPPORTING SKILLS	4.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).
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SUPPORTING SKILLS	4.RI.10.b.	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.4.RF. Reading Standards: Foundational Skills

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

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

SUPPORTING SKILLS	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.
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SUPPORTING SKILLS	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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SUPPORTING SKILLS	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GOAL/STRAND SD.4.W. Writing Standards

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

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing.

SUPPORTING SKILLS	4.W.6.a.	Produce and publish writing
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SUPPORTING SKILLS	4.W.6.b.	Interact and collaborate with others
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SUPPORTING SKILLS	4.W.6.c.	Demonstrate sufficient keyboarding skills to type.
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GOAL/STRAND SD.4.W. Writing Standards

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

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

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

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

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE ENCHMARK		Range of Writing
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STANDARD 4.W.10. Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

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

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

GOAL/STRAND SD.4.L. Language Standards

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

GOAL/STRAND SD.4.L. Language Standards

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

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

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

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
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STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.
SUPPORTING SKILLS	4.L.3.c.	Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.

GOAL/STRAND SD.4.L. Language Standards

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

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

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 71-80

South Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2018

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

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

INDICATOR/BENCHMARK		Craft and Structure
---------------------	--	---------------------

STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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**GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.**

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.**

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

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

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.**

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

INDICATOR/B ENCHMARK		Range of Writing
----------------------	--	------------------

STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening
.SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
----------------------	--	---------------------------------

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

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

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

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

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

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

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

STANDARD SD.CCR A.L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD 4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Craft and Structure
----------------------	--	---------------------

STANDARD 4.RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

STANDARD 4.RI.5. Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text (description, chronology, comparison, cause/effect, problem/solution).

GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
---------------------	--	------------------------------------

STANDARD	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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STANDARD	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	4.RI.10.	By the end of the year read and comprehend a variety of informational texts.
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SUPPORTING SKILLS	4.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).
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SUPPORTING SKILLS	4.RI.10.b.	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.4.RF. Reading Standards: Foundational Skills

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

INDICATOR/BENCHMARK		Text Types and Purposes
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STANDARD	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SUPPORTING SKILLS	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.
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SUPPORTING SKILLS	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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SUPPORTING SKILLS	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GOAL/STRAND SD.4.W. Writing Standards

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

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing.

SUPPORTING SKILLS	4.W.6.a.	Produce and publish writing
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SUPPORTING SKILLS	4.W.6.b.	Interact and collaborate with others
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SUPPORTING SKILLS	4.W.6.c.	Demonstrate sufficient keyboarding skills to type.
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GOAL/STRAND SD.4.W. Writing Standards

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

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

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

INDICATOR/B ENCHMARK		Range of Writing
-------------------------	--	-------------------------

STANDARD	4.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.4.SL. Speaking and Listening Standards

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

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

SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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GOAL/STRAND SD.4.L. Language Standards

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

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

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

SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
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SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.
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SUPPORTING SKILLS	4.L.3.c.	Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.
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GOAL/STRAND SD.4.L. Language Standards

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

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

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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South Dakota Content Standards
Language Arts
Grade 4 - Adopted: 2018

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

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

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
----------------------	--	---

STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Text Types and Purposes
----------------------	--	-------------------------

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

INDICATOR/B ENCHMARK		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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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

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

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening
.SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

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

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD 4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

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

GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD 4.RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

STANDARD 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.

GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	4.RI.10.	By the end of the year read and comprehend a variety of informational texts.

SUPPORTING SKILLS 4.RI.10.b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.

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

INDICATOR/BE NCHMARK		Fluency
STANDARD	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

SUPPORTING SKILLS 4.RF.4.a. Read grade-level text with purpose and understanding.

SUPPORTING SKILLS 4.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND SD.4.W. Writing Standards

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

SUPPORTING SKILLS 4.W.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.

SUPPORTING SKILLS	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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SUPPORTING SKILLS	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GOAL/STRAND SD.4.W. Writing Standards

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

INDICATOR/BE ENCHMARK		Production and Distribution of Writing
STANDARD	4.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing.

SUPPORTING SKILLS	4.W.6.a.	Produce and publish writing
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SUPPORTING SKILLS	4.W.6.b.	Interact and collaborate with others
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SUPPORTING SKILLS	4.W.6.c.	Demonstrate sufficient keyboarding skills to type.
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GOAL/STRAND SD.4.W. Writing Standards

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

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

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD	4.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.4.L. Language Standards

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

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

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

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

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

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

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

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

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

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

GOAL/STRAND SD.4.L. Language Standards

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

UNIT 5: WRITING FROM PICTURES Week 14 Page 113-124

South Dakota Content Standards**Language Arts**

Grade 4 - Adopted: 2018

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

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

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

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

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
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STANDARD SD.CCR A.R.7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD SD.CCR A.R.10. Read and comprehend complex literary and informational texts independently and proficiently.

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

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

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

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

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening
.SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

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

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

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

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

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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STANDARD	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	4.RI.10.	By the end of the year read and comprehend a variety of informational texts.
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SUPPORTING SKILLS	4.RI.10.b.	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.4.RF. Reading Standards: Foundational Skills

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

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

SUPPORTING SKILLS	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.
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SUPPORTING SKILLS	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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SUPPORTING SKILLS	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GOAL/STRAND SD.4.W. Writing Standards

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

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	4.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing.

SUPPORTING SKILLS	4.W.6.a.	Produce and publish writing
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SUPPORTING SKILLS	4.W.6.b.	Interact and collaborate with others
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SUPPORTING SKILLS	4.W.6.c.	Demonstrate sufficient keyboarding skills to type.
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GOAL/STRAND SD.4.W. Writing Standards

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

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

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

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD	4.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.4.L. Language Standards

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

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

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

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

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

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

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

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

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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**South Dakota Content Standards
Language Arts
Grade 4 - Adopted: 2018**

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

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

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
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STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

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

INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD	SD.CCR A.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

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

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening
.SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

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

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.4.RL. Reading Standards for Literature

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD	4.RL.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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GOAL/STRAND SD.4.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	4.RL.10.	By the end of the year read and comprehend a variety of literary texts.
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SUPPORTING SKILLS	4.RL.10.b	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

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

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

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.

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

INDICATOR/BE NCHMARK		Fluency
STANDARD	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

SUPPORTING SKILLS 4.RF.4.a. Read grade-level text with purpose and understanding.

SUPPORTING SKILLS 4.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	4.W.3.	Write narratives (e.g., story, poetry, drama) to develop real and imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

SUPPORTING SKILLS 4.W.3.b. Use narrative techniques, such as dialogue and description to develop experiences and events or show the responses of characters to situations.

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

GOAL/STRAND SD.4.W. Writing Standards

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

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

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing.

SUPPORTING SKILLS	4.W.6.a.	Produce and publish writing
SUPPORTING SKILLS	4.W.6.b.	Interact and collaborate with others
SUPPORTING SKILLS	4.W.6.c.	Demonstrate sufficient keyboarding skills to type.

GOAL/STRAND SD.4.W. Writing Standards

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

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

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BENCHMARK		Range of Writing
STANDARD	4.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.4.L. Language Standards

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

SUPPORTING SKILLS	4.L.1.e.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

GOAL/STRAND SD.4.L. Language Standards

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

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

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

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

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

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

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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**South Dakota Content Standards
Language Arts
Grade 4 - Adopted: 2018**

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

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

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
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STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

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

INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD	SD.CCR A.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

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

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

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

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.4.RL. Reading Standards for Literature

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD	4.RL.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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GOAL/STRAND SD.4.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	4.RL.10.	By the end of the year read and comprehend a variety of literary texts.
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SUPPORTING SKILLS	4.RL.10.b	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.4.RF. Reading Standards: Foundational Skills

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

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

SUPPORTING SKILLS	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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SUPPORTING SKILLS	4.W.3.b.	Use narrative techniques, such as dialogue and description to develop experiences and events or show the responses of characters to situations.
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SUPPORTING SKILLS	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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GOAL/STRAND SD.4.W. Writing Standards

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

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	4.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing.

SUPPORTING SKILLS	4.W.6.a.	Produce and publish writing
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SUPPORTING SKILLS	4.W.6.b.	Interact and collaborate with others
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SUPPORTING SKILLS	4.W.6.c.	Demonstrate sufficient keyboarding skills to type.
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GOAL/STRAND SD.4.W. Writing Standards

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

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

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
-----------------------------	--	-------------------------

STANDARD 4.W.10. Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.4.L. Language Standards

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

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

GOAL/STRAND SD.4.L. Language Standards

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

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

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BE NCHMARK		Knowledge of Language
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STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SUPPORTING SKILLS 4.L.3.a. Choose words and phrases to convey ideas precisely.

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

GOAL/STRAND SD.4.L. Language Standards

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

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

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
---------------------	--	--------------------------------

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

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

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

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

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

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

INDICATOR/BENCHMARK		Craft and Structure
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STANDARD SD.CCR A.R.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD SD.CCR A.R.5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
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STANDARD SD.CCR A.R.7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STANDARD SD.CCR A.R.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD SD.CCR A.R.10. Read and comprehend complex literary and informational texts independently and proficiently.

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

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

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

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

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

STANDARD SD.CCR A.W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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STANDARD SD.CCR A.W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

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

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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STANDARD	4.RI.5.	Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text (description, chronology, comparison, cause/effect, problem/solution).
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STANDARD	4.RI.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the similarities/differences in the point of view based on the information provided.
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GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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STANDARD	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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STANDARD	4.RI.9.	Integrate information from two texts on the same topic in order to write, speak, or demonstrate knowledge about the subject.
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GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	4.RI.10.	By the end of the year read and comprehend a variety of informational texts.
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SUPPORTING SKILLS	4.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).
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SUPPORTING SKILLS	4.RI.10.b.	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.4.RF. Reading Standards: Foundational Skills

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

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

GOAL/STRAND SD.4.W. Writing Standards

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

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

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD	4.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing.
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SUPPORTING SKILLS 4.W.6.a. Produce and publish writing

SUPPORTING SKILLS 4.W.6.b. Interact and collaborate with others

SUPPORTING SKILLS 4.W.6.c. Demonstrate sufficient keyboarding skills to type.

GOAL/STRAND SD.4.W. Writing Standards

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

GOAL/STRAND SD.4.W. Writing Standards

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

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

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BENCHMARK		Range of Writing
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STANDARD 4.W.10. Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

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

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

SUPPORTING SKILLS 4.SL.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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

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

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

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

INDICATOR/BENCHMARK		Comprehension and Collaboration
---------------------	--	---------------------------------

STANDARD 4.SL.2. Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.

GOAL/STRAND SD.4.L. Language Standards

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

SUPPORTING SKILLS 4.L.1.e. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

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

GOAL/STRAND SD.4.L. Language Standards

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

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

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

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

SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
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SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.
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SUPPORTING SKILLS	4.L.3.c.	Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.
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GOAL/STRAND SD.4.L. Language Standards

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

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

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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**South Dakota Content Standards
Language Arts
Grade 4 - Adopted: 2018**

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

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

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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STANDARD	SD.CCR A.R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

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

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

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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STANDARD	SD.CCR A.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

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

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

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Key Ideas and Details
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STANDARD 4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD 4.RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

STANDARD 4.RI.5. Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text (description, chronology, comparison, cause/effect, problem/solution).

STANDARD 4.RI.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the similarities/differences in the point of view based on the information provided.

GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD 4.RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

STANDARD 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.

STANDARD 4.RI.9. Integrate information from two texts on the same topic in order to write, speak, or demonstrate knowledge about the subject.

GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD 4.RI.10. By the end of the year read and comprehend a variety of informational texts.

SUPPORTING SKILLS 4.RI.10.a. Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).

SUPPORTING SKILLS 4.RI.10.b. With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.

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

INDICATOR/BE NCHMARK		Fluency
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STANDARD 4.RF.4. Read with sufficient accuracy and fluency to support comprehension.

SUPPORTING SKILLS 4.RF.4.a. Read grade-level text with purpose and understanding.

SUPPORTING SKILLS	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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GOAL/STRAND SD.4.W. Writing Standards

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

SUPPORTING SKILLS	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.
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SUPPORTING SKILLS	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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SUPPORTING SKILLS	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GOAL/STRAND SD.4.W. Writing Standards

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

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing.

SUPPORTING SKILLS	4.W.6.a.	Produce and publish writing
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SUPPORTING SKILLS	4.W.6.b.	Interact and collaborate with others
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SUPPORTING SKILLS	4.W.6.c.	Demonstrate sufficient keyboarding skills to type.
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GOAL/STRAND SD.4.W. Writing Standards

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

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

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

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

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE ENCHMARK		Range of Writing
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STANDARD 4.W.10. Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

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

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

SUPPORTING SKILLS 4.SL.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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

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

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

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

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

GOAL/STRAND SD.4.L. Language Standards

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

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

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

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

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

SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
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SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.
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SUPPORTING SKILLS	4.L.3.c.	Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.
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GOAL/STRAND SD.4.L. Language Standards

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

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

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

INDICATOR/B ENCHMARK		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 College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD	SD.CCR A.R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

INDICATOR/B ENCHMARK		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 College and Career Readiness Anchor Standards for Writing .W.

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

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

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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STANDARD	SD.CCR A.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

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

INDICATOR/B ENCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

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

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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STANDARD	4.RI.5.	Describe the overall text structure of events, ideas, concepts, or information in a text or part of a text (description, chronology, comparison, cause/effect, problem/solution).
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STANDARD	4.RI.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the similarities/differences in the point of view based on the information provided.
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GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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STANDARD	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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STANDARD	4.RI.9.	Integrate information from two texts on the same topic in order to write, speak, or demonstrate knowledge about the subject.
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GOAL/STRAND SD.4.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	4.RI.10.	By the end of the year read and comprehend a variety of informational texts.
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SUPPORTING SKILLS	4.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g., layout, text structure, language/literary features, knowledge demands).
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SUPPORTING SKILLS	4.RI.10.b.	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.4.RF. Reading Standards: Foundational Skills

INDICATOR/BENCHMARK		Fluency
STANDARD	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

SUPPORTING SKILLS	4.RF.4.a.	Read grade-level text with purpose and understanding.
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SUPPORTING SKILLS	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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GOAL/STRAND SD.4.W. Writing Standards

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

SUPPORTING SKILLS	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.
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SUPPORTING SKILLS	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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SUPPORTING SKILLS	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GOAL/STRAND SD.4.W. Writing Standards

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

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	4.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing.

SUPPORTING SKILLS	4.W.6.a.	Produce and publish writing
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SUPPORTING SKILLS	4.W.6.b.	Interact and collaborate with others
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SUPPORTING SKILLS	4.W.6.c.	Demonstrate sufficient keyboarding skills to type.
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GOAL/STRAND SD.4.W. Writing Standards

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

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

INDICATOR/BENCHMARK		Range of Writing
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STANDARD	4.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.4.SL. Speaking and Listening Standards

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

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

GOAL/STRAND SD.4.L. Language Standards

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

SUPPORTING SKILLS 4.L.1.e. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

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

GOAL/STRAND SD.4.L. Language Standards

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

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

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

GOAL/STRAND SD.4.L. Language Standards

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

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

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

SUPPORTING SKILLS 4.L.3.c. Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.

GOAL/STRAND SD.4.L. Language Standards

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

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

GOAL/STRAND SD.4.L. Language Standards

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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**South Dakota Content Standards
Language Arts
Grade 4 - Adopted: 2018**

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

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

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

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

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

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SUPPORTING SKILLS	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.
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SUPPORTING SKILLS	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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SUPPORTING SKILLS	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GOAL/STRAND SD.4.W. Writing Standards

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

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	4.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing.
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SUPPORTING SKILLS 4.W.6.a. Produce and publish writing

SUPPORTING SKILLS 4.W.6.b. Interact and collaborate with others

SUPPORTING SKILLS 4.W.6.c. Demonstrate sufficient keyboarding skills to type.

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD 4.W.10. Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.4.L. Language Standards

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

SUPPORTING SKILLS 4.L.1.f. Form and use prepositional phrases.

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

GOAL/STRAND SD.4.L. Language Standards

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

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

GOAL/STRAND SD.4.L. Language Standards

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

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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**South Dakota Content Standards
Language Arts
Grade 4 - Adopted: 2018**

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

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

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

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

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

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

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD SD.CCR A.SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

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

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

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD SD.CCR A.L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SUPPORTING SKILLS	4.W.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features that support comprehension for the reader.
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SUPPORTING SKILLS	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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SUPPORTING SKILLS	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD	4.W.3.	Write narratives (e.g., story, poetry, drama) to develop real and imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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SUPPORTING SKILLS	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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SUPPORTING SKILLS	4.W.3.b.	Use narrative techniques, such as dialogue and description to develop experiences and events or show the responses of characters to situations.
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SUPPORTING SKILLS	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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GOAL/STRAND SD.4.W. Writing Standards

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

INDICATOR/BE ENCHMARK		Production and Distribution of Writing
STANDARD	4.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing.

SUPPORTING SKILLS	4.W.6.a.	Produce and publish writing
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SUPPORTING SKILLS	4.W.6.b.	Interact and collaborate with others
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SUPPORTING SKILLS	4.W.6.c.	Demonstrate sufficient keyboarding skills to type.
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GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE ENCHMARK		Range of Writing
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STANDARD	4.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.4.L. Language Standards

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

GOAL/STRAND SD.4.L. Language Standards

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

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

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

GOAL/STRAND SD.4.L. Language Standards

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

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

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

GOAL/STRAND SD.4.L. Language Standards

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

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

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

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

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

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

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

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.4.W. Writing Standards

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

GOAL/STRAND SD.4.W. Writing Standards

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

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	4.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	4.W.6.a.	Produce and publish writing
SUPPORTING SKILLS	4.W.6.b.	Interact and collaborate with others
SUPPORTING SKILLS	4.W.6.c.	Demonstrate sufficient keyboarding skills to type.

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BENCHMARK		Range of Writing
STANDARD	4.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.4.L. Language Standards

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

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

GOAL/STRAND SD.4.L. Language Standards

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

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

GOAL/STRAND SD.4.L. Language Standards

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

SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.

GOAL/STRAND SD.4.L. Language Standards

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

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

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	SD.CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

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

INDICATOR/B ENCHMARK		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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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Range of Writing
----------------------	--	------------------

STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening
.SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
----------------------	--	---------------------------------

STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		Conventions of Standard English
----------------------	--	---------------------------------

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

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
----------------------	--	--------------------------------

STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.4.W. Writing Standards

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

GOAL/STRAND SD.4.W. Writing Standards

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

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	4.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	4.W.6.a.	Produce and publish writing
SUPPORTING SKILLS	4.W.6.b.	Interact and collaborate with others
SUPPORTING SKILLS	4.W.6.c.	Demonstrate sufficient keyboarding skills to type.

GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/B ENCHMARK		Range of Writing
STANDARD	4.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.4.L. Language Standards

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

GOAL/STRAND SD.4.L. Language Standards

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

GOAL/STRAND SD.4.L. Language Standards

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

GOAL/STRAND SD.4.L. Language Standards

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

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

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

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

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Range of Writing
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STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening
.SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .L.

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND SD.4.W. Writing Standards

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

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

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	4.W.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. With guidance and support, use technology, including the internet, to enhance writing.
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SUPPORTING SKILLS	4.W.6.a.	Produce and publish writing
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SUPPORTING SKILLS	4.W.6.b.	Interact and collaborate with others
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SUPPORTING SKILLS	4.W.6.c.	Demonstrate sufficient keyboarding skills to type.
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GOAL/STRAND SD.4.W. Writing Standards

INDICATOR/BENCHMARK		Range of Writing
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STANDARD	4.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.4.L. Language Standards

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

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

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

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