Main Criteria: Structure and Style for Students Secondary Criteria: South Dakota Content Standards

Subject: Language Arts

Grade: 4

## 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

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

INDICATOR/B ENCHMARK

Conventions of Standard English

STANDARD

SD.CCR Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A.L.1.

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

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INDICATOR/B ENCHMARK	Knowledge of Language	
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STANDARD	SD.CCR	Apply knowledge of language to understand how language functions in different contexts, to make effective choices
	A.L.3.	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

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

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

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

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

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

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

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

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

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

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

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

SUPPORTING SKILLS	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SUPPORTING SKILLS	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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/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.SL.	Speaking and Listening Standards
INDICATOR/B 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 NCHMARK		Knowledge of Language
	4.L.3.	Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.
NCHMARK	<b>4.L.3.</b> 4.L.3.c.	
NCHMARK  STANDARD  SUPPORTING	4.L.3.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion)
ST AND ARD  SUPPORTING SKILLS	4.L.3.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.
NCHMARK  STANDARD  SUPPORTING SKILLS  GOAL/STRAND  INDICATOR/BE	4.L.3.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.  Language Standards
SUPPORTING SKILLS  GOAL/STRAND  INDICATOR/BE NCHMARK	4.L.3.c. SD.4.L.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.  Language Standards  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
NCHMARK  STANDARD  SUPPORTING SKILLS  GOAL/STRAND  INDICATOR/BE NCHMARK  STANDARD  SUPPORTING	4.L.4. SD.4.L. 4.L.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.  Language Standards  Vocabulary Acquisition and Use  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.
STANDARD  SUPPORTING SKILLS  GOAL/STRAND  INDICATOR/BE NCHMARK  STANDARD  SUPPORTING SKILLS	4.L.4. SD.4.L. 4.L.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.  Language Standards  Vocabulary Acquisition and Use  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.  Use context as a clue to the meaning of a word or phrase.

UNIT 2: WRITING FROM NOTES Week 2 Page 17-22

# 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

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.
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
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

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.

# 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.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 Speaking and Listening .SL.

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

INDICATOR/B ENCHMARK

Conventions of Standard English

STANDARD SD.CCR Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

.L.

A.L.1.

SUPPORTING	4.RI.10.	By the end of the year read and comprehend a variety of informational texts.  Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g.,
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
STANDARD	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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.
INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
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.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.
INDICATOR/B ENCHMARK		Craft and Structure
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
STANDARD	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
INDICATOR/B ENCHMARK		Key Ideas and Details
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
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.
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.
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR/B ENCHMARK		Knowledge of Language

 $layout, text\ structure, language/literary\ features, knowledge\ demands).$ 

SKILLS

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.
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

SUPPORTING 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
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/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/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.SL.	Speaking and Listening Standards
INDICATOR/B 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 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.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).

UNIT 2: WRITING FROM NOTES Week 3 Page 23-30

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

## GOAL/STRAND SD.CCRA 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.
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
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

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.

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

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

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

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

#### 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.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

.L.

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

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

.L.

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

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

INDICATOR/B ENCHMARK		Key Ideas and Details
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/B ENCHMARK		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/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).

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

### 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.
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/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	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
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/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/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.SL.	Speaking and Listening Standards
INDICATOR/B 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 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	4.L.3.c.	Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion)
SKILLS		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).

### UNIT 2: WRITING FROM NOTES Week 4 Page 31-38

#### 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.

# $\begin{array}{ll} \mbox{GOAL/STRAND} & \mbox{SD.CCRA College and Career Readiness Anchor Standards for Reading} \\ .R. \end{array}$

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.
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
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

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

### GOAL/STRAND SD.CCRA 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.
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
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
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
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 Speaking and Listening

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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
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
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

INDICATOR/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/B ENCHMARK		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/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).
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/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.
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/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		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/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/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/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.SL. Speaking and Listening Standards

INDICATOR/B 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

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

SKILLS

SUPPORTING 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.
SLIDDODTING	41.45	Use context as a clue to the meaning of a word or phrase

SUPPORTING SKILLS

SUPPORTING 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).

#### UNIT 2: WRITING FROM NOTES Week 5 Page 39-46

# 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.
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.

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

# $\begin{array}{ll} {\sf GOAL/STRAND} & {\sf SD.CCRA} \; {\sf College} \; {\sf and} \; {\sf Career} \; {\sf Readiness} \; {\sf Anchor} \; {\sf Standards} \; {\sf for} \; {\sf Writing} \\ . {\sf W.} \end{array}$

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

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

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.

# 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.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 Speaking and Listening

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

INDICATOR/B Conventions of Standard English

INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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

SUPPORTING	4.RI.10.	By the end of the year read and comprehend a variety of informational texts.  Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g.,
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
STANDARD	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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.
INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
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.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.
INDICATOR/B ENCHMARK		Craft and Structure
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
STANDARD	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
INDICATOR/B ENCHMARK		Key Ideas and Details
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
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.
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.
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR/B ENCHMARK		Knowledge of Language

 $layout, text\ structure, language/literary\ features, knowledge\ demands).$ 

SKILLS

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

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

INDICATOR/B ENCHMARK		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/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/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

	Comprehension and Collaboration
4.SL.2.	Paraphrase portions of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
SD.4.SL.	Speaking and Listening Standards
	Presentation of Knowledge and Ideas
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.
SD.4.L.	Language Standards
	Conventions of Standard English
4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
SD.4.L.	Language Standards
	Conventions of Standard English
4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
4.L.2.a.	Use correct capitalization.
4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
SD.4.L.	Language Standards
	Knowledge of Language
4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
4.L.3.a.	Choose words and phrases to convey ideas precisely.
4.L.3.b.	Choose punctuation for effect.
4.L.3.c.	Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.
SD.4.L.	Language Standards
	Vocabulary Acquisition and Use
	SD.4.SL.  4.SL.4.  SD.4.L.  4.L.1.  4.L.2.  4.L.2.a.  4.L.2.d.  SD.4.L.  4.L.3.  4.L.3.a.

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

#### 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).

#### 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
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

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.
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

INDICATOR/B ENCHMARK

Integration of Knowledge and Ideas

STANDARD

SD.CCR 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

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

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

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

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.
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
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

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.

# 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.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 Speaking and Listening

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## 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.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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

Ι.

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

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

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

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

INDICATOR/B ENCHMARK		Key Ideas and Details
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/B Craft and Structure ENCHMARK	
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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.
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/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).
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/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.
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

ENCHMARK
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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
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/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/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.SL. Speaking and Listening Standards

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

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

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

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

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

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

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

SKILLS

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).

#### 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

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.
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

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

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

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

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

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.
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	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
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

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

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

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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

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

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

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

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

INDICATOR/B ENCHMARK		Key Ideas and Details
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/B ENCHMARK		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/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).
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/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.

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/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.

INDICATOR/B ENCHMARK		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.

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/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/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.SL. Speaking and Listening Standards

INDICATOR/B ENCHMARK	Presentation of Knowledge and Ideas
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ROALISTRAND SD.4.L. Language Standards  INDICATORIBE NCHMARK STANDARD 4.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  SUPPORTING 41.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  SUPPORTING 41.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  SUPPORTING 50.4.L. Language Standards  RIDICATORIBE Conventions of Standard English  STANDARD 41.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  SUPPORTING 41.2. Use correct capitalization.  SKILLS  SUPPORTING 41.2. Language Standards  Knowledge of Language  Knowledge of Language  STANDARD 41.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  SUPPORTING 41.3. Choose words and phrases to convey ideas precisely.  SKILLS  SUPPORTING 41.3. Choose punctuation for effect.  SKILLS  SUPPORTING 41.3. Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.  SKILLS  SUPPORTING 50.4.L. Language Standards  INDICATORIBE NO.4.L. Language Standards  INDICATORIBE NO.4.L. Language Standards  INDICATORIBE NO.4.L. Language Standards			
INDICATORIBE STANDARD ALL Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  SUPPORTING SIRLLS GOALISTRAND SD.4.L Language Standards INDICATORIBE Conventions of Standard English NCHMARK STANDARD ALL2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  SUPPORTING SIRLLS SUPPORTING ALL2. Spell grade-appropriate words correctly, consulting references as needed.  Knowledge of Language Standards INDICATORIBE Knowledge of Language Standards SUPPORTING ALL3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  SUPPORTING ALL3. SUPPORTING ALL3. Choose words and phrases to convey ideas precisely.  SKILLS SUPPORTING ALL3. Choose words and phrases to convey ideas precisely.  SKILLS SUPPORTING ALL3. Choose words and phrases to convey ideas precisely.  SKILLS SUPPORTING ALL3. Supporting ALL3. Choose punctuation for effect SKILLS SUPPORTING ALL3. Choose words and phrases to convey ideas precisely.  SKILLS SUPPORTING ALL3. Supporting ALL3. Choose words and phrases to convey ideas precisely.  SKILLS SUPPORTING ALL3. Supporting ALL3. Choose words and phrases to convey ideas precisely.  SKILLS SUPPORTING ALL3. Supporting ALL3. Choose words and phrases to convey ideas precisely.  SKILLS SUPPORTING ALL3. Supporting ALL3. Supporting ALL3. Supporting ALL4. Sup	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.
STANDARD  4.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  SUPPORTING SKILLS  SOALL Language Standards  Conventions of Standard English NCHMARK  STANDARD  4.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  SUPPORTING SKILLS  SUPPORTING 4.1.2. Use correct capitalization.  SUPPORTING SKILLS  SUPPORTING SKILLS  SUPPORTING SKILLS  COALISTRAND SD.4.L. Language Standards  Knowledge of Language  Knowledge of Language and its conventions when writing, speaking, reading, or listening.  SUPPORTING 4.1.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  SUPPORTING 4.1.3. Choose words and phrases to convey ideas precisely.  SUPPORTING 4.1.3. Choose punctuation for effect.  SKILLS  SUPPORTING 4.1.3. Choose punctuation for effect.  SUPPORTING 4.1.3. Choose punctuation for effect.  SUPPORTING 4.1.3. Language Standards  USPORTING 4.1.3. Choose punctuation for effect.  SKILLS  SUPPORTING 4.1.3. Choose punctuation for effect.  SUPPORTING 4.1.3. Language Standards  Vocabulary Acquisition and Use  Vocabulary Acquisition and Use  SUPPORTING 4.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on gray and process of strategies.  SUPPORTING 4.1.4. Use context as a clue to the meaning of a word or phrase.	GOAL/STRAND	SD.4.L.	Language Standards
SUPPORTING AL.1.g. Produce complete sentences, recognizing and correcting inappropriate fragments and nun-ons.  SNALLS  GOALISTRAND SD.4.L. Language Standards  INDICATOR/BE NCHMARK  STANDARD 4.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  SUPPORTING AL.2. Use correct capitalization.  SKILLS  SUPPORTING 4.L.2. Spell grade-appropriate words correctly, consulting references as needed.  SKILLS  GOALISTRAND SD.4.L. Language Standards  Knowledge of Language  Knowledge of Language  Knowledge of Language  STANDARD 4.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  SUPPORTING SKILLS  SUPPORTING 4.L.3. Choose words and phrases to convey ideas precisely.  SKILLS  SUPPORTING 4.L.3. Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.  GOALISTRAND SD.4.L. Language Standards  Vocabulary Acquisition and Use  STANDARD 4.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grass the convex of strategies.  SUPPORTING 4.L.4. Use context as a clue to the meaning of a word or phrase.			Conventions of Standard English
SCALISTRAND SD.4.L. Language Standards    NODICATOR/BE   Conventions of Standard English	STANDARD	4.L.1.	
NOTION OF STANDARD  AL.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  SUPPORTING SKILLS  SUPPORTING SKILLS  SUPPORTING SKILLS  AL.2. Spell grade-appropriate words correctly, consulting references as needed.  Knowledge of Language  Knowledge of Language  Knowledge of Language  Knowledge of Language  SUPPORTING SKILLS  SUPPORTING AL.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  SUPPORTING SKILLS  SUPPORTING AL.3. Choose words and phrases to convey ideas precisely.  SUPPORTING SKILLS  SUPPORTING AL.3. Choose punctuation for effect  SUPPORTING SKILLS  SUPPORTING SKILLS  SUPPORTING SKILLS  SUPPORTING AL.3. Language Standards  SUPPORTING SUPPORTING AL.3. Choose punctuation for effect  SUPPORTING SKILLS  SUPPORTING AL.3. Language Standards  Vocabulary Acquisition and Use  STANDARD AL.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on gradeled to the meaning of a word or phrase.		4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD  4.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  SUPPORTING SKILLS  4.L.2. Spell grade-appropriate words correctly, consulting references as needed.  SUPPORTING SKILLS  SD.4.L. Language Standards  Knowledge of Language  Knowledge of Language and its conventions when writing, speaking, reading, or listening.  SUPPORTING SKILLS  SUPPORTING 4.L.3. Choose words and phrases to convey ideas precisely.  SKILLS  SUPPORTING 4.L.3. Choose punctuation for effect.  SUPPORTING SKILLS  SUPPORTING SUPPORTING SUPPORTING SKILLS  SUPPORTING 4.L.3. Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.  SUPPORTING SUPPORTIN	GOAL/STRAND	SD.4.L.	Language Standards
SUPPORTING SKILLS  SUPPORTING SKILLS  4.1.2.1. Use correct capitalization.  SUPPORTING SKILLS  Spell grade-appropriate words correctly, consulting references as needed.  SKILLS  Spell grade-appropriate words correctly, consulting references as needed.  SKILLS  SD.4.1. Language Standards  Knowledge of Language  Knowledge of Language  STANDARD  4.1.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  SUPPORTING SKILLS  SUPPORTING SKILLS  SUPPORTING SKILLS  SUPPORTING SLILS. Choose punctuation for effect  SUPPORTING SKILLS  SUPPORTING SD.4.1. Language Standards  SUPPORTING SD.4.1. Language Standards  Vocabulary Acquisition and Use  STANDARD  4.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade strategies.  SUPPORTING 4.1.4. Use corriext as a clue to the meaning of a word or phrase.			Conventions of Standard English
SKILLS  SUPPORTING SKILLS  SD4.L. Language Standards  Knowledge of Language  Knowledge of Language and its conventions when writing, speaking, reading, or listening.  SUPPORTING SKILLS  SUPPORTING SLILS  SU	STANDARD	4.L.2.	
SCHLLS  GOALISTRAND SD.4.L. Language Standards  Knowledge of Language  Knowledge of Language  STANDARD 4.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  SUPPORTING SKILLS  SUPPORTING 4.L.3. Choose words and phrases to convey ideas precisely.  SUPPORTING SKILLS  SUPPORTING 4.L.3. Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.  GOALISTRAND SD.4.L. Language Standards  Vocabulary Acquisition and Use  STANDARD 4.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on graduation of the meaning of the meaning of strategies.  SUPPORTING 4.L.4. Use context as a clue to the meaning of a word or phrase.		4.L.2.a.	Use correct capitalization.
INDICATOR/BE NCHMARK  STANDARD 4.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  SUPPORTING SKILLS  SUPPORTING SKILLS  4.L.3.b. Choose words and phrases to convey ideas precisely.  SUPPORTING SKILLS  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  Vocabulary Acquisition and Use  STANDARD  4.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on great standards  SUPPORTING  4.L.4. Use context as a clue to the meaning of a word or phrase.		4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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  5. Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.  5. Language Standards  INDICATOR/BE NCHMARK  5. Vocabulary Acquisition and Use  STANDARD  4.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on gradent standards.  SUPPORTING  4.L.4. Use context as a clue to the meaning of a word or phrase.	GOAL/STRAND	SD.4.L.	Language Standards
SUPPORTING SKILLS  SUPPORTING 4.L.3.b. Choose punctuation for effect.  SUPPORTING SKILLS  SUPPORTING 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  STANDARD  4.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on gradulation of the strategies.  SUPPORTING 4.L.4.a. Use context as a clue to the meaning of a word or phrase.			Knowledge of Language
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  INDICAT OR/BE NCHMARK  STANDARD  4.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on gradely and the standards of strategies.  SUPPORTING 4.L.4. Use context as a clue to the meaning of a word or phrase.	STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.  SD.4.L. Language Standards  INDICATOR/BE NCHMARK  STANDARD  4.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on gradupous developments of the standard of the sta		4.L.3.a.	Choose words and phrases to convey ideas precisely.
GOAL/STRAND SD.4.L. Language Standards  INDICATOR/BE Vocabulary Acquisition and Use NCHMARK  STANDARD 4.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on gradulary acquisition and Use 4 level content, choosing flexibly from a range of strategies.		4.L.3.b.	Choose punctuation for effect.
INDICATOR/BE NCHMARK  STANDARD  4.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on gradular formula of the strategies.  SUPPORTING  4.L.4.a. Use context as a clue to the meaning of a word or phrase.		4.L.3.c.	Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.
STANDARD  4.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on gradulus of the strategies.  SUPPORTING  4.L.4.a. Use context as a clue to the meaning of a word or phrase.	GOAL/STRAND	SD.4.L.	Language Standards
SUPPORTING 4.L.4.a. Use context as a clue to the meaning of a word or phrase.			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.
		4.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND SD.4.L. Language Standards	GOAL/STRAND	SD.4.L.	Language Standards
INDICATOR/B Vocabulary Acquisition and Use 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).

#### 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

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

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.
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

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

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

INDICATOR/B Text Types and Purposes
ENCHMARK

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

### 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.
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
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

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.

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

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

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

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

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

#### 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.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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
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
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

INDICATOR/B ENCHMARK		Key Ideas and Details
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/B ENCHMARK		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/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).
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/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.
SUPPORTING SKILLS	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events (when appropriate to the genre).

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.)

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
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/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/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.SL. Speaking and Listening Standards

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

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

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

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

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

#### UNIT 4: SUMMARIZING A REFERENCE Week 10 Page 81-90

## 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 .R.	College and Career Readiness Anchor Standards for Reading
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 .R.	College and Career Readiness Anchor Standards for Reading
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 .W.	College and Career Readiness Anchor Standards for Writing
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.
CON ISTRANC	SD CCPA	College and Career Readiness Anchor Standards for Writing
GUAL/ST KAND	.W.	College and Career Readilless Alichor Standards for Writing
INDICATOR/B ENCHMARK		Production and Distribution of Writing
INDICATOR/B		Production and Distribution of Writing
INDICATOR/B ENCHMARK	.w.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
INDICAT OR/B ENCHMARK STANDARD	SD.CCR A.W.4.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICAT OR/B ENCHMARK  STANDARD  STANDARD  STANDARD	SD.CCR A.W.4. SD.CCR A.W.5. SD.CCR A.W.6.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICAT OR/B ENCHMARK  STANDARD  STANDARD  STANDARD	SD.CCR A.W.4.  SD.CCR A.W.5.  SD.CCR A.W.6.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
INDICAT OR/B ENCHMARK  STANDARD  STANDARD  STANDARD  GOAL/STRAND  INDICAT OR/B	SD.CCR A.W.4.  SD.CCR A.W.5.  SD.CCR A.W.6.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK  STANDARD  STANDARD  STANDARD  GOAL/STRAND  INDICATOR/B ENCHMARK	SD.CCR A.W.5.  SD.CCR A.W.6.  SD.CCRA .W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  College and Career Readiness Anchor Standards for Writing  Research to Build and Present Knowledge
INDICAT OR/B ENCHMARK  STANDARD  STANDARD  STANDARD  GOAL/ST RAND  INDICAT OR/B ENCHMARK  STANDARD	SD.CCR A.W.5.  SD.CCR A.W.6.  SD.CCRA .W.  SD.CCRA .W.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  College and Career Readiness Anchor Standards for Writing  Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/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 .L.	College and Career Readiness Anchor Standards for Language
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.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
INDICATOR/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/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/B ENCHMARK		Phonics and Word Recognitions
STANDARD	4.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.

#### GOAL/STRAND SD.4.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.

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.

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		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.

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.

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
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

 ${\tt SUPPORTING} \qquad {\tt 4.L.1.g.} \qquad {\tt Produce\ complete\ sentences,\ recognizing\ and\ correcting\ inappropriate\ fragments\ and\ run-ons.}$ 

#### 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.
SUPPORTING SKILLS	4.L.4.b.	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word

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

INDICATOR/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).

#### 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
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

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

## $\begin{array}{ll} \textbf{GOAL/STRAND} & \textbf{SD.CCRA College and Career Readiness Anchor Standards for Language} \\ \textbf{.L.} \end{array}$

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.
GOAL/STRAND	SD.CCRA	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
INDICATOR/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/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
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.)

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.

INDICATOR/B ENCHMARK		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/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	Conventions of Standard English	
NCHMARK		

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/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).
		UNIT 4: SUMMARIZING A REFERENCE Week 12 Page 97-104

### 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.

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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 Use technology, including the Internet, to produce and publish writing and to Interact and collaborate with others. AWS.  OALISTRAND SD.CCRA College and Career Readiness Anchor Standards for Writing W.  Research to Build and Present Knowledge STANDARD SD.CCRA College and Career Readiness Anchor Standards for Writing W.  STANDARD SD.CCRA College and Career Readiness Anchor Standards for Writing W.  STANDARD SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening STANDARD SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening STANDARD SD.CCRA College and Career Readiness Anchor Standards for Language STANDARD SD.CCRA College and Career Readiness Anchor Standards for Language STANDARD SD.CCRA College and Career Readiness Anchor Standards for Language STANDARD SD.CCRA College and Career Readiness Anchor Standards for Language STANDARD SD.CCRA College and Career Readiness Anchor Standard English capitalization, punctuation, and spelling when writing. ALL  SD.CCRA College and Career Readiness Anchor Standard English capitalization, punctuation, and spelling when writing. ALL  SD.CCRA College and Career Readiness Anchor Standard English capitalization, punctuation, and spelling when writing. ALL  SD.CCRA College and Career Readiness Anchor Standard English capitalization, punctuation, and spelling when writing. ALL  SD.CCRA College and Career Readiness Anchor Standards for Language  SD.CCRA College and Career Readiness Anchor Standards for Language  SD.CCRA College and Career Readiness Anchor Standards for Language  SD.CCRA College and Career Readiness Anchor Standards for Language  SD.CCRA College and Career Readiness Anchor Standards for Language  SD.CCRA College and Career Readiness Anchor Standards for Language  SD.CCRA College and Career Readiness Anchor Standards for Language  SD.CCRA College and Career Readiness Anchor Standards for Language  SD.CCRA College and Career Readiness Anchor Standards for Language  SD.CCRA College and Career Readiness		
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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.RI.	Reading Standards for Informational Text
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
INDICATOR/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/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.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.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

#### 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

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

SUPPORTING	4.RF
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
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.

INDICATOR/B ENCHMARK		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.

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
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/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).

#### 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/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

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

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

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

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	4.Rl.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.

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.)
		illeliuling grade 4.)

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
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 Comprehension and Collaboration ENCHMARK
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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.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.
	4.L.3.b. 4.L.3.c.	Choose punctuation for effect.  Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.
SKILLS	4.L.3.c.	Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion)
SKILLS 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.
SKILLS  SUPPORTING SKILLS  GOAL/STRAND  INDICATOR/BE	4.L.3.c.	Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.  Language Standards  Vocabulary Acquisition and Use
SKILLS SUPPORTING SKILLS GOAL/STRAND INDICATOR/BE NCHMARK	4.L.3.c. SD.4.L.	Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.  Language Standards  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grad
SKILLS  SUPPORTING SKILLS  GOAL/STRAND  INDICATOR/BE NCHMARK  STANDARD  SUPPORTING	4.L.3.c. SD.4.L. 4.L.4.	Recognize that different situations call for formal (e.g., presenting ideas) or informal (e.g., small-group discussion) English.  Language Standards  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grad 4 level content, choosing flexibly from a range of strategies.

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 13 Page 105-112

# South Dakota Content Standards Language Arts

Grade 4 - Adopted: 2018

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

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

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

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.

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 .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/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.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
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 .L.	College and Career Readiness Anchor Standards for Language
GOAL/STRAND INDICATOR/B ENCHMARK		College and Career Readiness Anchor Standards for Language  Conventions of Standard English
INDICATOR/B		
INDICAT OR/B ENCHMARK STANDARD	SD.CCR A.L.2.	Conventions of Standard English
INDICAT OR/B ENCHMARK STANDARD	SD.CCR A.L.2.	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR/B ENCHMARK  STANDARD  GOAL/STRAND  INDICATOR/B	SD.CCR A.L.2.	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  College and Career Readiness Anchor Standards for Language  Knowledge of Language
INDICATOR/B ENCHMARK  STANDARD  GOAL/STRAND  INDICATOR/B ENCHMARK  STANDARD	SD.CCR A.L.2. SD.CCRA .L. SD.CCR A.L.3.	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  College and Career Readiness Anchor Standards for Language  Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices
INDICATOR/B ENCHMARK  STANDARD  GOAL/STRAND  INDICATOR/B ENCHMARK  STANDARD	SD.CCRA.L. SD.CCRA.L. SD.CCRA	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  College and Career Readiness Anchor Standards for Language  Knowledge of Language  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.
INDICATOR/B ENCHMARK  STANDARD  GOAL/STRAND  INDICATOR/B ENCHMARK  STANDARD  GOAL/STRAND  INDICATOR/B	SD.CCRA.L. SD.CCRA.L. SD.CCRA	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  College and Career Readiness Anchor Standards for Language  Knowledge of Language  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.  College and Career Readiness Anchor Standards for Language

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

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

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

INDICATOR/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.

#### 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	4 RI 10 h	With quidance 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

SKILLS

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.

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		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.

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.

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/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.

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

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD 4	l.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 4.L.4.a. Use context as a clue to the meaning of a word or phrase. SKILLS

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

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

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

INDICATOR/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).

# 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/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		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

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
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
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

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.

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

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 Conventions of Standard English

ENCHMARK	ů
STANDARD SD.CCF	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
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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.
	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
GOAL/STRAND	SD.4.RI.	Reading Standards for Informational Text
INDICATOR/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.
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.Rl.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

Read with sufficient accuracy and fluency to support comprehension.

INDICATOR/BE NCHMARK

STANDARD

Fluency

4.RF.4.

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.

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
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.

INDIOATOD/D	Provide P. W. and Provide Mark Holland
INDICATOR/B ENCHMARK	Research to Build and Present Knowledge
ENCHWARK	

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.L.	Language Standards
GOAL/STRAND INDICATOR/BE NCHMARK	SD.4.L.	Language Standards  Conventions of Standard English
INDICATOR/BE	SD.4.L. 4.L.1.	
INDICATOR/BE NCHMARK		Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or
INDICATOR/BE NCHMARK  STANDARD  SUPPORTING	4.L.1.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small
INDICAT OR/BE NCHMARK  ST AND ARD  SUPPORTING SKILLS  SUPPORTING	4.L.1.e. 4.L.1.g.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICAT OR/BE NCHMARK  STANDARD  SUPPORTING SKILLS  SUPPORTING SKILLS	4.L.1.e. 4.L.1.g.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).  Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR/BE NCHMARK  STANDARD  SUPPORTING SKILLS  SUPPORTING SKILLS  GOAL/STRAND  INDICATOR/BE	4.L.1.e. 4.L.1.g.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).  Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  Language Standards
INDICATOR/BE NCHMARK  STANDARD  SUPPORTING SKILLS  SUPPORTING SKILLS  GOAL/STRAND  INDICATOR/BE NCHMARK	4.L.1.e. 4.L.1.g. SD.4.L.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).  Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and
INDICAT OR/BE NCHMARK  STANDARD  SUPPORTING SKILLS  SUPPORTING SKILLS  GOAL/STRAND  INDICAT OR/BE NCHMARK  STANDARD  SUPPORTING	4.L.1.e. 4.L.1.g. SD.4.L.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).  Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR/BE NCHMARK  STANDARD  SUPPORTING SKILLS  SUPPORTING SKILLS  GOAL/STRAND  INDICATOR/BE NCHMARK  STANDARD  SUPPORTING SKILLS  SUPPORTING SKILLS	4.L.1.e. 4.L.1.g. 5D.4.L. 4.L.2.a. 4.L.2.d.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).  Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Use correct capitalization.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

STANDARD

4.L.3.

SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.
SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.

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

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

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

INDICATOR/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		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

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

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

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.
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

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR	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
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
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
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
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

ī.

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

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

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

### GOAL/STRAND SD.4.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.b	With guidance and support, self-select text for personal enjoyment, interest, and academic tasks.

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

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

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

INDICATOR/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.

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

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

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

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

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

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	4.W.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/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.)

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.

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.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.
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

# 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

Integration of Knowledge and Ideas

INDICATOR/B
ENCHMARK

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 .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity

SD.CCR Read and comprehend complex literary and informational texts independently and proficiently.

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

STANDARD

A.R.10.

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

# GOAL/STRAND SD.CCRA 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.
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
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

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.

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

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

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in

gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

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

### GOAL/STRAND SD.4.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.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.

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/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.

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.

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/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.

#### 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).

#### UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150

# 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.
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

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.
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
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

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.

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

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

#### GOAL/STRAND SD.CCRA 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.

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

.L.

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

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

L.

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

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

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

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

INDICATOR/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).

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
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.Rl.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
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.

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

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		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.

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.

# ${\bf GOAL/STRAND} \quad {\bf SD.4.SL.} \quad {\bf Speaking \ and \ Listening \ Standards}$

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/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
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.

SKILLS

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

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

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

SKILLS

#### 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

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

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

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

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

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

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.
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

INDICATOR/B ENCHMARK	Research to Build and Present Knowledge

STANDARD	SD.CCR A.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

# GOAL/STRAND SD.CCRA 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.

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

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

# GOAL/STRAND SD.CCRA 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.

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

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

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

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

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

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

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

INDICATOR/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).
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
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
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

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

SKILLS

SUPPORTING 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
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.

INDICATOR/B ENCHMARK		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.

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/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/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
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
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

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

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

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

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

INDICATOR/B	Production and Distribution of Writing
ENCHMARK	

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

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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.

#### 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.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
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

INDICATOR/B ENCHMARK	Knowledge of Language		
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STANDARD	SD.CCR	Apply knowledge of language to understand how language functions in different contexts, to make effective choices
	A.L.3.	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

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

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

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

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

INDICATOR/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).
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
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	
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
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 4.W.6.a. Produce and publish writing SKILLS

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

INDICATOR/B ENCHMARK		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/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/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/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
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.

SKILLS

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

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 Writing

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

#### GOAL/STRAND SD.CCRA 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
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

1

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.

#### 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
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.)

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.
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.

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

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

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

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.

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

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

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

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

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

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

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

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

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

sequence that unfolds naturally.

SKILLS

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	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event

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.

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.	

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

SUPPORTING SKILLS	4.L.1.g.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	
GOAL/STRAND	SD.4.L.	Language Standards	
INDICATOR/BE NCHMARK		Conventions of Standard English	
STANDARD	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
SUPPORTING SKILLS	4.L.2.a.	Use correct capitalization.	
SUPPORTING SKILLS	4.L.2.d.	Spell grade-appropriate words correctly, consulting references as needed.	
GOAL/STRAND	SD.4.L.	Language Standards	
INDICATOR/BE NCHMARK		Knowledge of Language	
STANDARD	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
SUPPORTING SKILLS	4.L.3.a.	Choose words and phrases to convey ideas precisely.	
SUPPORTING SKILLS	4.L.3.b.	Choose punctuation for effect.	
GOAL/STRAND	SD.4.L.	Language Standards	
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use	

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).	

### UNIT 7: INVENTIVE WRITING Week 22 Page 181-188

## South Dakota Content Standards Language Arts

Grade 4 - Adopted: 2018

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

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 Writing

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

# GOAL/STRAND SD.CCRA 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
STANDARD	SD.CCR	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
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.

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.

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.

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

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

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

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

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

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

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

# GOAL/STRAND SD.CCRA 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
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
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.

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.

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.

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

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

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

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

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

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

INDICATOR/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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# 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 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.

# $\begin{array}{ll} {\sf GOAL/STRAND} & {\sf SD.CCRA} \; {\sf College} \; {\sf and} \; {\sf Career} \; {\sf Readiness} \; {\sf Anchor} \; {\sf Standards} \; {\sf for} \; {\sf Writing} \\ . {\sf W.} \end{array}$

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

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

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
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD	SD.CCR	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	ΔΙ2	

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

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.

### 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.)

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

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

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

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

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

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

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).