

Structure and Style for Students

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

South Dakota Content Standards
Language Arts
 Grade 6 - 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		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

STANDARD 6.RI.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

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

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

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

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

SUPPORTING SKILLS	6.RI.10.a.	Read and comprehend with proficiency at grade level.
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SUPPORTING SKILLS	6.RI.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.6.W. Writing Standards

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

SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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SUPPORTING SKILLS	6.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GOAL/STRAND SD.6.W. Writing Standards

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

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
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STANDARD	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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GOAL/STRAND SD.6.W. Writing Standards

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

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

SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SUPPORTING SKILLS	6.SL.1.e.	Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.

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

INDICATOR/BENCHMARK	Presentation of Knowledge and Ideas	
STANDARD	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD	6.SL.6.	Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

GOAL/STRAND SD.6.L. Language

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

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

GOAL/STRAND SD.6.L. Language

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

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

GOAL/STRAND SD.6.L. Language

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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STANDARD	6.RI.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

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

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

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

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

GOAL/STRAND SD.6.W. Writing Standards

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

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

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

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

GOAL/STRAND SD.6.W. Writing Standards

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

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

STANDARD 6.W.6. 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 produce writing with a minimum of two-three pages in a single sitting.

GOAL/STRAND SD.6.W. Writing Standards

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

GOAL/STRAND SD.6.W. Writing Standards

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

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

GOAL/STRAND SD.6.W. Writing Standards

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

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

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

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

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

SUPPORTING SKILLS 6.SL.1.e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.

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

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

STANDARD 6.SL.6. Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

GOAL/STRAND SD.6.L. Language

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

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	6.L.2.b.	Spell correctly; consult references as needed
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GOAL/STRAND SD.6.L. Language

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

SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
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GOAL/STRAND SD.6.L. Language

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

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

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**South Dakota Content Standards
Language Arts
Grade 6 - Adopted: 2018**

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

INDICATOR/BENCHMARK		Key Ideas and Details
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STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
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INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
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INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
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INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
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INDICATOR/B ENCHMARK		Text Types and Purposes
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STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
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INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
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INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

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

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

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD	6.RI.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

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

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

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

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

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

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

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
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STANDARD	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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GOAL/STRAND SD.6.W. Writing Standards

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

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

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

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

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

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

INDICATOR/BE ENCHMARK		Presentation of Knowledge and Ideas
STANDARD	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD	6.SL.6.	Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

GOAL/STRAND SD.6.L. Language

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

GOAL/STRAND SD.6.L. Language

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SUPPORTING SKILLS 6.L.2.b. Spell correctly; consult references as needed

GOAL/STRAND SD.6.L. Language

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

GOAL/STRAND SD.6.L. Language

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

GOAL/STRAND SD.6.L. Language

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

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**South Dakota Content Standards
Language Arts
Grade 6 - Adopted: 2018**

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

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

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

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

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

STANDARD	SD.CCR A.R.6.	Assess how point of view or purpose shapes the content and style of a text.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.

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

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

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

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

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

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
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STANDARD	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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STANDARD	6.RL.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
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GOAL/STRAND SD.6.RL. Reading Standards for Literature

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

INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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GOAL/STRAND SD.6.W. Writing Standards

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

SUPPORTING SKILLS	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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SUPPORTING SKILLS	6.W.3.b.	Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.
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SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
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GOAL/STRAND SD.6.W. Writing Standards

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

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
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STANDARD	6.W.8.	Gather relevant information from multiple print and digital sources.
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SUPPORTING SKILLS	6.W.8.b.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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GOAL/STRAND SD.6.W. Writing Standards

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

INDICATOR/BENCHMARK		Comprehension and Collaboration
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STANDARD	6.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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SUPPORTING SKILLS	6.SL.1.e.	Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
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GOAL/STRAND SD.6.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
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STANDARD	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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STANDARD	6.SL.6.	Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
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GOAL/STRAND SD.6.L. Language

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

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SUPPORTING SKILLS	6.L.2.b.	Spell correctly; consult references as needed
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GOAL/STRAND SD.6.L. Language

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

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

**South Dakota Content Standards
Language Arts
Grade 6 - Adopted: 2018**

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

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

INDICATOR/BENCHMARK		Craft and Structure
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STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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STANDARD	SD.CCR A.R.6.	Assess how point of view or purpose shapes the content and style of a text.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

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

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

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

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

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

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STANDARD	6.RL.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

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

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

SUPPORTING SKILLS	6.RL.10.a	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	6.RL.10.b	Self-select texts for personal enjoyment, interest, and academic tasks.
SUPPORTING SKILLS	6.RL.10.c.	Read widely to understand multiple perspectives and diverse viewpoints.

GOAL/STRAND SD.6.W. Writing Standards

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

SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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GOAL/STRAND SD.6.W. Writing Standards

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

SUPPORTING SKILLS	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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SUPPORTING SKILLS	6.W.3.b.	Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.
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SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
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GOAL/STRAND SD.6.W. Writing Standards

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

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	6.W.8.	Gather relevant information from multiple print and digital sources.

SUPPORTING SKILLS 6.W.8.b. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

GOAL/STRAND SD.6.W. Writing Standards

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

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

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

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

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

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

SUPPORTING SKILLS 6.SL.1.e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.

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

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

STANDARD	6.SL.6.	Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
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GOAL/STRAND SD.6.L. Language

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

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

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	6.L.2.b.	Spell correctly; consult references as needed
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GOAL/STRAND SD.6.L. Language

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

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

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

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

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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STANDARD	SD.CCR A.R.6.	Assess how point of view or purpose shapes the content and style of a text.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STANDARD	6.RL.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

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

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

GOAL/STRAND SD.6.W. Writing Standards

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

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

GOAL/STRAND SD.6.W. Writing Standards

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

SUPPORTING SKILLS 6.W.3.a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

SUPPORTING SKILLS 6.W.3.b. Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.

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

GOAL/STRAND SD.6.W. Writing Standards

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

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

STANDARD 6.W.6. 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 produce writing with a minimum of two-three pages in a single sitting.

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	6.W.8.	Gather relevant information from multiple print and digital sources.

SUPPORTING SKILLS 6.W.8.b. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

GOAL/STRAND SD.6.W. Writing Standards

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

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

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

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	6.SL.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD	6.SL.6.	Adapt speech to a variety of contexts, audience, and tasks, using feedback from self and others and demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

GOAL/STRAND SD.6.L. Language

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

GOAL/STRAND SD.6.L. Language

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	6.L.2.b.	Spell correctly; consult references as needed
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GOAL/STRAND SD.6.L. Language

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

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

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-74

**South Dakota Content Standards
Language Arts
Grade 6 - Adopted: 2018**

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

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

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

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

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

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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STANDARD SD.CCR A.W.7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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

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

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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STANDARD	6.RI.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

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

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

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

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

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

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

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

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

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SUPPORTING SKILLS	6.L.2.b.	Spell correctly; consult references as needed
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GOAL/STRAND SD.6.L. Language

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

SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
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GOAL/STRAND SD.6.L. Language

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

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

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**South Dakota Content Standards
Language Arts
Grade 6 - Adopted: 2018**

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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STANDARD	SD.CCR A.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

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

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

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

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

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

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

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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STANDARD	6.RI.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

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

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

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

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

GOAL/STRAND SD.6.W. Writing Standards

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

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

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

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

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS 6.L.2.b. Spell correctly; consult references as needed

GOAL/STRAND SD.6.L. Language

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

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

GOAL/STRAND SD.6.L. Language

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

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

GOAL/STRAND SD.6.L. Language

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

**South Dakota Content Standards
Language Arts
Grade 6 - 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 A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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STANDARD	SD.CCR A.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCR A.W.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 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.6.RI. Reading Standards for Informational Text	

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

INDICATOR/BENCHMARK		Craft and Structure
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STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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STANDARD	6.RI.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

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

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

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

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

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
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STANDARD	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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GOAL/STRAND SD.6.W. Writing Standards

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

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

INDICATOR/BENCHMARK		Conventions of Standard English
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STANDARD	6.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS 6.L.1.c. Recognize and correct inappropriate shifts in pronoun number and person.

SUPPORTING SKILLS 6.L.1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

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

GOAL/STRAND SD.6.L. Language

INDICATOR/BENCHMARK		Conventions of Standard English
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STANDARD	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SUPPORTING SKILLS 6.L.2.b. Spell correctly; consult references as needed

GOAL/STRAND SD.6.L. Language

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

GOAL/STRAND SD.6.L. Language

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

GOAL/STRAND SD.6.L. Language

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SUPPORTING SKILLS	6.L.2.b.	Spell correctly; consult references as needed
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GOAL/STRAND SD.6.L. Language

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

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

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

GOAL/STRAND SD.6.L. Language

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
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STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**South Dakota Content Standards
Language Arts
Grade 6 - Adopted: 2018**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
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STANDARD	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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GOAL/STRAND SD.6.W. Writing Standards

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

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

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	6.L.2.b.	Spell correctly; consult references as needed
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GOAL/STRAND SD.6.L. Language

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

SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
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GOAL/STRAND SD.6.L. Language

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

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

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

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

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

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Comprehension and Collaboration
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STANDARD SD.CCR A.SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

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

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

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

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

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

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

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

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

STANDARD 6.RL.2. Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

STANDARD 6.RL.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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

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

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

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

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

SUPPORTING SKILLS	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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SUPPORTING SKILLS	6.W.3.b.	Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.
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SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
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GOAL/STRAND SD.6.W. Writing Standards

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

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

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

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

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	6.L.2.b.	Spell correctly; consult references as needed
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GOAL/STRAND SD.6.L. Language

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

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

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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STANDARD	SD.CCR A.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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STANDARD	SD.CCR A.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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STANDARD	6.RI.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
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STANDARD	6.RI.9.	Compare and contrast two authors' presentations of events on the same topic.
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GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

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

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

GOAL/STRAND SD.6.W. Writing Standards

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

GOAL/STRAND SD.6.W. Writing Standards

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

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	6.W.8.	Gather relevant information from multiple print and digital sources.
SUPPORTING SKILLS	6.W.8.b.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

GOAL/STRAND SD.6.W. Writing Standards

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

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

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

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

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

GOAL/STRAND SD.6.L. Language

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

SUPPORTING SKILLS 6.L.1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

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

GOAL/STRAND SD.6.L. Language

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS 6.L.2.b. Spell correctly; consult references as needed

GOAL/STRAND SD.6.L. Language

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

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

GOAL/STRAND SD.6.L. Language

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

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

GOAL/STRAND SD.6.L. Language

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 127-140

**South Dakota Content Standards
Language Arts
Grade 6 - Adopted: 2018**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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STANDARD SD.CCR A.W.7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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

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

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

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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STANDARD	6.RI.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

INDICATOR/BE ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
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STANDARD	6.RI.9.	Compare and contrast two authors' presentations of events on the same topic.
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GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

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

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

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

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

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD	6.W.8.	Gather relevant information from multiple print and digital sources.
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SUPPORTING SKILLS	6.W.8.b.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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GOAL/STRAND SD.6.W. Writing Standards

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

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

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

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	6.L.2.b.	Spell correctly; consult references as needed
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GOAL/STRAND SD.6.L. Language

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

SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
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GOAL/STRAND SD.6.L. Language

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

SUPPORTING SKILLS	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.
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SUPPORTING SKILLS	6.L.4.b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible, etc.).
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GOAL/STRAND SD.6.L. Language

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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STANDARD	SD.CCR A.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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STANDARD	SD.CCR A.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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STANDARD	6.RI.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
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STANDARD	6.RI.9.	Compare and contrast two authors' presentations of events on the same topic.
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GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

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

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

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

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

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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STANDARD	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	6.W.8.	Gather relevant information from multiple print and digital sources.

SUPPORTING SKILLS	6.W.8.b.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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GOAL/STRAND SD.6.W. Writing Standards

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

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

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

GOAL/STRAND SD.6.L. Language

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

GOAL/STRAND SD.6.L. Language

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	6.L.2.b.	Spell correctly; consult references as needed

GOAL/STRAND SD.6.L. Language

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

SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
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GOAL/STRAND SD.6.L. Language

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

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

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158

**South Dakota Content Standards
Language Arts
Grade 6 - Adopted: 2018**

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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STANDARD	SD.CCR A.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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STANDARD	SD.CCR A.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

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

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

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

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

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

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

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

INDICATOR/BENCHMARK		Craft and Structure
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STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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STANDARD	6.RI.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
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STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
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STANDARD	6.RI.9.	Compare and contrast two authors' presentations of events on the same topic.
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GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

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

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

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

GOAL/STRAND SD.6.W. Writing Standards

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

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	6.W.8.	Gather relevant information from multiple print and digital sources.

SUPPORTING SKILLS	6.W.8.b.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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GOAL/STRAND SD.6.W. Writing Standards

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

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

SUPPORTING SKILLS	6.SL.1.a.	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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SUPPORTING SKILLS	6.SL.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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SUPPORTING SKILLS	6.SL.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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GOAL/STRAND SD.6.L. Language

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

SUPPORTING SKILLS 6.L.1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

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

GOAL/STRAND SD.6.L. Language

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS 6.L.2.b. Spell correctly; consult references as needed

GOAL/STRAND SD.6.L. Language

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

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

GOAL/STRAND SD.6.L. Language

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

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

GOAL/STRAND SD.6.L. Language

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

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

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

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

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

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

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

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

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

GOAL/STRAND SD.6.W. Writing Standards

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

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

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

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

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

GOAL/STRAND SD.6.W. Writing Standards

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

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

STANDARD 6.W.6. 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 produce writing with a minimum of two-three pages in a single sitting.

GOAL/STRAND SD.6.W. Writing Standards

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

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

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

GOAL/STRAND SD.6.L. Language

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

GOAL/STRAND SD.6.L. Language

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	6.L.2.b.	Spell correctly; consult references as needed

GOAL/STRAND SD.6.L. Language

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

GOAL/STRAND SD.6.L. Language

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

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

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

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

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

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

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

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

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

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

INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD	6.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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SUPPORTING SKILLS	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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SUPPORTING SKILLS	6.W.3.b.	Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.
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SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
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SUPPORTING SKILLS	6.W.3.e.	Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre).
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GOAL/STRAND SD.6.W. Writing Standards

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

GOAL/STRAND SD.6.W. Writing Standards

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

GOAL/STRAND SD.6.L. Language

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

GOAL/STRAND SD.6.L. Language

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	6.L.2.b.	Spell correctly; consult references as needed

GOAL/STRAND SD.6.L. Language

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

GOAL/STRAND SD.6.L. Language

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

Language Arts

Grade 6 - Adopted: 2018

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

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

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

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

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

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

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

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.6.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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SUPPORTING SKILLS 6.W.2.a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.

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

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

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

GOAL/STRAND SD.6.W. Writing Standards

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

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

STANDARD 6.W.6. 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 produce writing with a minimum of two-three pages in a single sitting.

GOAL/STRAND SD.6.W. Writing Standards

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

GOAL/STRAND SD.6.L. Language

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

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

GOAL/STRAND SD.6.L. Language

INDICATOR/BENCHMARK		Conventions of Standard English
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STANDARD	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SUPPORTING SKILLS 6.L.2.b. Spell correctly; consult references as needed

GOAL/STRAND SD.6.L. Language

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

GOAL/STRAND SD.6.L. Language

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

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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STANDARD	SD.CCR A.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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STANDARD	SD.CCR A.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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STANDARD	6.RI.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
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STANDARD	6.RI.9.	Compare and contrast two authors' presentations of events on the same topic.
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GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

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

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

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

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

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
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STANDARD	6.W.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	6.W.8.	Gather relevant information from multiple print and digital sources.

SUPPORTING SKILLS 6.W.8.b. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

GOAL/STRAND SD.6.W. Writing Standards

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

GOAL/STRAND SD.6.L. Language

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

SUPPORTING SKILLS 6.L.1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

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

GOAL/STRAND SD.6.L. Language

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS 6.L.2.b. Spell correctly; consult references as needed

GOAL/STRAND SD.6.L. Language

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

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

GOAL/STRAND SD.6.L. Language

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

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

GOAL/STRAND SD.6.L. Language

INDICATOR/B ENCHMARK Vocabulary Acquisition and Use

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

**South Dakota Content Standards
Language Arts
Grade 6 - Adopted: 2018**

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

INDICATOR/B ENCHMARK Key Ideas and Details

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

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

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

INDICATOR/B ENCHMARK Craft and Structure

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

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

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

INDICATOR/B ENCHMARK Integration of Knowledge and Ideas

STANDARD SD.CCR A.R.7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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STANDARD	SD.CCR A.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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STANDARD	SD.CCR A.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STANDARD	6.RI.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

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

INDICATOR/BE ENCHMARK		Integration of Knowledge and Ideas
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STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
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STANDARD	6.RI.9.	Compare and contrast two authors' presentations of events on the same topic.
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GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

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

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

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

GOAL/STRAND SD.6.W. Writing Standards

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

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	6.W.8.	Gather relevant information from multiple print and digital sources.
SUPPORTING SKILLS	6.W.8.a.	Assess the credibility of each source.
SUPPORTING SKILLS	6.W.8.b.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

GOAL/STRAND SD.6.W. Writing Standards

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

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

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

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

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

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

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	6.L.2.b.	Spell correctly; consult references as needed
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GOAL/STRAND SD.6.L. Language

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

SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
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GOAL/STRAND SD.6.L. Language

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

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

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

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

STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

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

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

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
STANDARD	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STANDARD	6.RL.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

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

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

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

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

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

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

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

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

INDICATOR/BENCHMARK		Text Types and Purposes
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STANDARD	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
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STANDARD	6.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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SUPPORTING SKILLS	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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SUPPORTING SKILLS	6.W.3.b.	Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.
SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
SUPPORTING SKILLS	6.W.3.e.	Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre).

GOAL/STRAND SD.6.W. Writing Standards

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

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	6.W.8.	Gather relevant information from multiple print and digital sources.
SUPPORTING SKILLS	6.W.8.b.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

GOAL/STRAND SD.6.W. Writing Standards

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

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

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

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

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

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

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	6.L.2.b.	Spell correctly; consult references as needed
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GOAL/STRAND SD.6.L. Language

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

SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
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GOAL/STRAND SD.6.L. Language

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

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

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	6.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SUPPORTING SKILLS	6.L.5.a.	Interpret figures of speech (e.g., personification, etc.) in context.
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GOAL/STRAND SD.6.L. Language

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

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**South Dakota Content Standards
Language Arts
Grade 6 - Adopted: 2018**

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

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

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Craft and Structure
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STANDARD	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
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STANDARD	6.RL.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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STANDARD	6.RL.6.	Explain how an author develops the point of view of the narrator or speaker in a text.
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GOAL/STRAND SD.6.RL. Reading Standards for Literature

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

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

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

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

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

INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD	6.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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SUPPORTING SKILLS	6.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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GOAL/STRAND SD.6.W. Writing Standards

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

SUPPORTING SKILLS	6.W.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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SUPPORTING SKILLS	6.W.3.b.	Use literary and narrative techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.
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SUPPORTING SKILLS	6.W.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events.
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SUPPORTING SKILLS	6.W.3.e.	Provide a conclusion that follows from and/or reflects the narrated experiences or event (when appropriate to the genre).
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GOAL/STRAND SD.6.W. Writing Standards

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

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	6.W.8.	Gather relevant information from multiple print and digital sources.

SUPPORTING SKILLS	6.W.8.b.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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GOAL/STRAND SD.6.W. Writing Standards

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

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

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

GOAL/STRAND SD.6.L. Language

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

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

GOAL/STRAND SD.6.L. Language

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	6.L.2.b.	Spell correctly; consult references as needed
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GOAL/STRAND SD.6.L. Language

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

SUPPORTING SKILLS	6.L.3.b.	Maintain consistency in style and tone.
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GOAL/STRAND SD.6.L. Language

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

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

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	6.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SUPPORTING SKILLS	6.L.5.a.	Interpret figures of speech (e.g., personification, etc.) in context.
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GOAL/STRAND SD.6.L. Language

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	6.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**South Dakota Content Standards
Language Arts
Grade 6 - Adopted: 2018**

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

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

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

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

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

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

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

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

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

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

INDICATOR/BENCHMARK		Key Ideas and Details
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STANDARD	6.RL.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
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STANDARD	6.RL.2.	Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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GOAL/STRAND SD.6.RL. Reading Standards for Literature

INDICATOR/BENCHMARK		Craft and Structure
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STANDARD	6.RL.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
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GOAL/STRAND SD.6.RL. Reading Standards for Literature

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

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

INDICATOR/BENCHMARK		Craft and Structure
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STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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STANDARD	6.RI.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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GOAL/STRAND SD.6.RI. Reading Standards for Informational Text

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

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

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

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

GOAL/STRAND SD.6.W. Writing Standards

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

STANDARD 6.W.6. 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 produce writing with a minimum of two-three pages in a single sitting.

GOAL/STRAND SD.6.W. Writing Standards

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

GOAL/STRAND SD.6.L. Language

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

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

GOAL/STRAND SD.6.L. Language

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	6.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS 6.L.2.b. Spell correctly; consult references as needed

GOAL/STRAND SD.6.L. Language

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

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

GOAL/STRAND SD.6.L. Language

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