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

Subject: Language Arts

Grade: 6

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

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

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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 .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Production and Distribution of Writing

STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/B ENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language

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

GOAL/STRAND SD.CCRA 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/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 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
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.

INDICATOR/B Integration of Knowledge and Ideas
ENCHMARK

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

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

INDICATOR/BE NCHMARK	Range of Reading and Level of Text Complexity
STANDARD	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 6.RI.10.a. Read and comprehend with proficiency at grade level. SKILLS

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

GOAL/STRAND SD.6.W. Writing Standards

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

SKILLS

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.).

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

INDICAT OR/B 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/B 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.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		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.

UNIT 2: WRITING FROM NOTES Week 2 Page 17-26

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.

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

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

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

ENCHMARK		
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.

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

STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/B ENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

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

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

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

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

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD		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 6.RI.10.b. Self-select texts for personal enjoyment, interest, and academic tasks. SKILLS

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.

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/B 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/B 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/B	E	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	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	6.L.2.b.	Spell correctly; consult references as needed

SKILLS

SKILLS

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.

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South Dakota Content Standards Language Arts

Language Arts

Grade 6 - Adopted: 2018

key supporting details

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

INDICAT OR/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 k and ideas.

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

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

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/B ENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA	College and Career Readiness Anchor Standards for Language

SD.CCR 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.

STANDARD

A.L.3.

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/B ENCHMARK		Key Ideas and Details
STANDARD	6.RI.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.Rl.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.Rl.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
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
STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text

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

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

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

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.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.

INDICATOR/B 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/B 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.)

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GOAL/STRAND SD.6.L. Language
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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	Conventions of Standard English
NCHMARK	

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

GOAL/STRAND SD.6.L. Language

SKILLS

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

ST ANDARD6.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.	INDICATOR/BE NCHMARK	Vocabulary Acquisition and Use
	STANDARD	

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

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 Assess how point of view or purpose shapes the content and style of a text. A.R.6.

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

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

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

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

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

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

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

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

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

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

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

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

GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/B ENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B		Conventions of Standard English
ENCHMARK		
ENCHMARK	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	A.L.1.	
STANDARD	A.L.1. SD.CCR A.L.2.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	A.L.1. SD.CCR A.L.2. SD.CCRA	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD STANDARD GOAL/ST RAND INDICAT OR/B	A.L.1. SD.CCR A.L.2. SD.CCRA	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language Knowledge of Language
STANDARD STANDARD GOAL/ST RAND INDICAT OR/B ENCHMARK STANDARD	A.L.1. SD.CCR A.L.2. SD.CCRA .L. SD.CCR A.L.3.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices
STANDARD STANDARD GOAL/ST RAND INDICAT OR/B ENCHMARK STANDARD	A.L.1. SD.CCR A.L.2. SD.CCRA .L. SD.CCR A.L.3. SD.CCRA	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STANDARD

SD.CCR Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for A.L.6. 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	6.RL.10.c.	Read widely to understand multiple perspectives and diverse viewpoints.

SKILLS

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

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
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
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	Comprehension and	Collaboration
NCHMARK		

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

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.

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/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

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Range of Reading and Level of Text Complexity

ENCHMARK		
STANDARD	SD.CCR	Read and comprehend complex literary and informational texts independently and proficiently.
	A.R.10.	

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

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

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

GOAL/ST RAND	.W.		
INDICATOR/B ENCHMARK		Production and Distribution of Writing	
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing	
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge	
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
GOAL/ST RAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing	
INDICATOR/B ENCHMARK		Range of Writing	
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening	
INDICATOR/B		Comprehension and Collaboration	

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 Read	iness Anchor Standards for S	Speaking and Listening
	.SL.		

INDICATOR/B	Presentation of Knowledge and Ideas
ENCHMARK	

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

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

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

INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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

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

$\label{eq:GOAL/STRAND} \textbf{SD.6.RL}. \ \textbf{Reading Standards for Literature}$

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
INDICAT OR/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/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
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/B 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
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
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 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60

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

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCR A.R.6.	Assess how point of view or purpose shapes the content and style of a text.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/B ENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA	College and Career Readiness Anchor Standards for Language

SD.CCR 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.

STANDARD

A.L.3.

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

INDICAT OR/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
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.

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GOAL/STRAND SD.6.W. Writing Standards
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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. Writin	ig Standards
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INDICATOR/B	Range of Writing	
ENCHMARK		

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/B 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
STANDARD	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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

SKILLS

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.

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/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.

	.R.	Conege and Career Readiness Anchor Standards for Reading
INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/B ENCHMARK		Comprehension and Collaboration

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

STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B		Knowledge of Language

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

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

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

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
STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.

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

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

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.

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

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	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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

SKILLS

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.

UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 75-80

South Dakota Content Standards Language Arts

Grade 6 - Adopted: 2018

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

INDICAT OR/B
IENCHMARKKKey Ideas and DetailsSTANDARDSD.CCR
A.R.2.Determine central ideas or themes of a text and analyze their development; summarize the key supporting details
and ideas.STANDARDSD.CCR
A.R.3.Analyze how and why individuals, events, and ideas develop and interact over the course of a text.GOAL/STRANDSD.CCR
R.R.College and Career Readiness Anchor Standards for Reading
R.INDICAT OR/BImage: ConstructureCraft and Structure

STANDARDSD.CCRInterpret words and phrases as they are used in a text, including determining technical, connotative, and figurativeA.R.4.meanings, and analyze how specific word choices shape meaning or tone.

STANDARD SD.CCR Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a A.R.5. 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. Integration of Knowledge and Ideas INDICATOR/B ENCHMARK STANDARD SD.CCR Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well A.R.7. as in words.

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

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Range of Writing
STANDARD	SD.CCR	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

A.W.10.

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

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

GOAL/STRAND SD.6.RI. Reading Standards for Informational Text INDICATOR/B **Craft and Structure** ENCHMARK 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 Integration of Knowledge and Ideas ENCHMARK

STANDARD 6.RI.7. Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.

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

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

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	Production and Distribution of Writing	
ENCHMARK		

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/B 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.

INDICAT OR/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	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SKILLS

SUPPORTING

GOAL/STRAND SD.6.L. Language

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

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.

UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 81-88

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.

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

INDICAT OR/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.

Research to Build and Present Knowledge

INDICATOR/B

ENCHMARK

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

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 .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/B ENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	6.RI.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.RI.2.	Determine a central idea of a text and how it is conveyed through particular details. Provide a summary of the text distinct from personal opinions or judgments.
STANDARD	6.RI.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text
INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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		Integration of Knowledge and Ideas

ENCHMARK		
STANDARD	6.RI.7.	Integrate information presented in different media or visual formats as well as in words to develop a coherent understanding of a topic or issue.

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

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

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

GOAL/STRAND SD.6.W. Writing Standards

SKILLS

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

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

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/B 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.
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.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/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
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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.

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GOAL/STRAND SD.6.L. Language
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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.

UNIT 5: WRITING FROM PICTURES Week 10 Page 89-98

South Dakota Content Standards

Language Arts

Grade 6 - Adopted: 2018

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 .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICAT OR/B ENCHMARK		Research to Build and Present Knowledge

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

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

INDICAT OR/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.

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

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

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

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

.L.

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

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

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

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

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

STANDARD	6.RI.3.	Analyze in detail how a ke	y 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
STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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

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

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

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

SKILLS

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
GOAL/STRAND	30.0.00	willing	Stanuarus

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/B 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.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		Knowledge of Language

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

SKILLS

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
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 5: WRITING FROM PICTURES Week 11 Page 99-106
		South Dakota Content Standards Language Arts Grade 6 - Adopted: 2018
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

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.

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INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
GOAL/STRAND INDICATOR/B ENCHMARK		College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration
INDICATOR/B		
INDICAT OR/B ENCHMARK STANDARD	.SL. SD.CCR A.SL.2.	Comprehension and Collaboration
INDICAT OR/B ENCHMARK STANDARD	.SL. SD.CCR A.SL.2. SD.CCRA	Comprehension and Collaboration Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
INDICAT OR/B ENCHMARK STANDARD GOAL/ST RAND INDICAT OR/B	.SL. SD.CCR A.SL.2. SD.CCRA	Comprehension and Collaboration Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. College and Career Readiness Anchor Standards for Language

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

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

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

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

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

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

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

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

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.

INDICATOR/B 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.L.	Language

INDICATOR/BE NCHMARK	Conventions of Standard Englis
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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
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ENCHMARK

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 .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/B		Key Ideas and Details

STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

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

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

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

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

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

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language .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/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	6.RL.10.b	Self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.6.W. Writing Standards

SKILLS

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD		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.

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
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.

INDICATOR/B	Range of Writing
ENCHMARK	

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		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/ST RAND	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.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126

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

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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 .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.W.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 .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/B ENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.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		Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA	College and Career Readiness Anchor Standards for Language

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

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

INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	6.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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
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.
STANDARD	6.RI.9.	Compare and contrast two authors'' presentations of events on the same topic.

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

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

GOAL/STRAND SD.6.W. Writing Standards

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

GOAL/STRAND SD.6.W. Writing Standards

INDICAT OR/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.

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	

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

SKILLS

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.

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/B Key Ideas and Details **ENCHMARK** STANDARD SD.CCR Determine central ideas or themes of a text and analyze their development; summarize the key supporting details A.R.2. and ideas. **STANDARD** SD.CCR Analyze how and why individuals, events, and ideas develop and interact over the course of a text. A.R.3. GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R. INDICATOR/B **Craft and Structure** ENCHMARK STANDARD SD.CCR Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative A.R.4. meanings, and analyze how specific word choices shape meaning or tone. STANDARD SD.CCR Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a A.R.5. 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 Integration of Knowledge and Ideas **ENCHMARK** STANDARD SD.CCR Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well A.R.7. as in words.

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

GUAL/STRAND	.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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 .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/ST RAND	SD.CCRA	College and Career Readiness Anchor Standards for Speaking and Listening

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

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

STADARD SD.CCR Prepare for and participate effectively in a mage of conversations and collaborations with diverse partners, building A.S.L. STANDARD SD.CCR Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and A.S.L. COALISTRAND SD.CCR Conventions of Standard English INDICATORIE SD.CCR Conventions of Standard English STANDARD SD.CCR Demonstrate commend of the conventions of standard English capitalization, punctuation, and spelling when wetters, A.L.2. SD.CCR Demonstrate commend of the conventions of standard English capitalization, punctuation, and spelling when wetters, A.L.2. SD.CCR Demonstrate commend of the conventions of standards for Language ENDICATORIE SD.CCR Apply inovidege of language to undenstand how language kinctons in different contexts, to make effective choices STANDARD SD.CCR Apply inovidege of language to undenstand how language to indensing. COALISTRAND SD.CCR Apply inovidege of language to undenstand how language to indensing. COALISTRAND SD.CCR Apply inovidege of language to undenstand how language to indensing. COALISTRAND SD.CCR Apply inovidege of language to undenstand how language to indensing. COALISTRAND SD.CCR Acquire and use accurately a	INDICATOR/B ENCHMARK		Comprehension and Collaboration
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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 Craft and Structure	STANDARD	6.RI.1.	
GOAL/STRAND SD.6.RI. Reading Standards for Informational Text INDICATOR/B Craft and Structure	STANDARD	6.RI.2.	
INDICATOR/B Craft and Structure	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

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
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.

STANDARD 6.RI.9. Compare and contrast two authors" presentations of events on the same topic.

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

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

SKILLS

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.

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/ST RAND	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/ST RAND	SD.6.W.	Writing Standards
INDICATOR/B 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.

SUPPORTING6.SL.1.c.Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,SKILLStext, 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	6.L.2.b.	Spell correctly; consult references as needed

SKILLS

GOAL/STRAND SD.6.L. Language

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

GOAL/STRAND SD.6.L. Language

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

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.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 141-152

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	Key Ideas	and	Details
ENCHMARK			

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

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.

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

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

.W.

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

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

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

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

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

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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.

INDICAT OR/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

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	Knowledge of Language
ENCHMARK	niomougo of zanguago

STANDARDSD.CCRApply knowledge of language to understand how language functions in different contexts, to make effective choicesA.L.3.for meaning or style, and to comprehend more fully when reading or listening.

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GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/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/B ENCHMARK		Key Ideas and Details
STANDARD	6.RI.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.Rl.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.Rl.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
	6.Rl.4.	Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
ENCHMARK	6.RI.4. 6.RI.5.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and
ENCHMARK STANDARD STANDARD	6.RI.5.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and
ENCHMARK STANDARD STANDARD	6.RI.5.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 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.
ENCHMARK STANDARD STANDARD GOAL/STRAND INDICAT OR/B	6.RI.5.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 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. Reading Standards for Informational Text
ENCHMARK STANDARD STANDARD GOAL/ST RAND INDICAT OR/B ENCHMARK	6.RI.5. SD.6.RI.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 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. Reading Standards for Informational Text Integrate information presented in different media or visual formats as well as in words to develop a coherent

INDICATOR/BE NCHMARK	Range of Reading and Level of Text Complexity
STANDARD	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 6.RI.10.a. Read and comprehend with proficiency at grade level. SKILLS

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

GOAL/STRAND SD.6.W. Writing Standards

INDICAT OR/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		Research to Build and Present Knowledge

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

GOAL/STRAND SD.6.L. Language

INDICAT OR/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	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.

SKILLS

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.

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

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

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

INDICATOR/B ENCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.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.

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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.

ENCHMARK

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

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

GOAL/STRAND	SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.		
INDICATOR/B ENCHMARK		Comprehension and Collaboration	
STANDARD	SD.CCR 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/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.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
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
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.
STANDARD	6.RI.9.	Compare and contrast two authors'' presentations of events on the same topic.

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

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

SKILLS

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	Production and Distribution of Write	ing
ENCHMARK		

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
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.

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.

UNIT 7: INVENTIVE WRITING Week 17 Page 159-164

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

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 .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/ST RAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/B ENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.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/ST RAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR/B ENCHMARK	Vocabulary Acquisition and Use

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

GOAL/STRAND SD.6.W. Writing Standards

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

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.

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

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

INDICATOR/B ENCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD	SD.CCR	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,

A.W.3. and well-structured event sequences.

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK	Conventions of Standard English

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

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
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 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.
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/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		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

INDICAT OR/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	6.L.1.e.	Recognize variations from standard English in their own and others'' writing and speaking, and identify and use

SUPPORTING	6.L.1.e.	Recognize variations from standard English in their own and others" writing and speaking, and identify and use
SKILLS		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/B	Vocabulary Acquisition and Use
ENCHMARK	

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

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

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

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

INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

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

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

INDICATOR/B 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.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/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.

NDICATOR/B	Key Ideas and Details
ENCHMARK	

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

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.

INDICAT OR/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 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. A.W.5.

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

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

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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.

INDICAT OR/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.

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

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

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

INDICAT OR/B ENCHMARK	Knowledge of Language

STANDARDSD.CCRApply knowledge of language to understand how language functions in different contexts, to make effective choicesA.L.3.for meaning or style, and to comprehend more fully when reading or listening.

	, allo	or meaning of style, and to comprehend more dury when reading of its terming.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.6.RI.	Reading Standards for Informational Text
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	6.RI.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text.
STANDARD	6.Rl.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.Rl.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
	6.Rl.4.	Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
ENCHMARK	6.RI.4. 6.RI.5.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and
ENCHMARK STANDARD STANDARD	6.RI.5.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and
ENCHMARK STANDARD STANDARD	6.RI.5.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 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.
ENCHMARK STANDARD STANDARD GOAL/STRAND INDICAT OR/B	6.RI.5.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 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. Reading Standards for Informational Text
ENCHMARK STANDARD STANDARD GOAL/ST RAND INDICAT OR/B ENCHMARK	6.RI.5. SD.6.RI.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 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. Reading Standards for Informational Text Integrate information presented in different media or visual formats as well as in words to develop a coherent

INDICATOR/BE NCHMARK	Range of Reading and Level of Text Complexity
STANDARD	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 6.RI.10.a. Read and comprehend with proficiency at grade level. SKILLS

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

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.
SUPPORTING SKILLS	6.W.2.e.	Establish and maintain a formal style.
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
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.

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

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

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.

UNIT 8: FORMAL ESSAY MODELS Week 21 Page 193-202

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 Range of Reading and Level of Text Complexity

	rtango	· · ·	nouum
ENCHMARK			

STANDARD SD.CCR Read and comprehend complex literary and informational texts independently and proficiently. A.R.10.

GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
GOAL/STRAND	SD.CCRA	College and Career Readiness Anchor Standards for Writing
INDICAT OR/B ENCHMARK		Research to Build and Present Knowledge
	SD.CCR A.W.7.	Research to Build and Present Knowledge Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
ENCHMARK		Conduct short as well as more sustained research projects based on focused questions, demonstrating
ENCHMARK	A.W.7. SD.CCR	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each
ENCHMARK STANDARD STANDARD	A.W.7. SD.CCR A.W.8. SD.CCR A.W.9.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
ENCHMARK STANDARD STANDARD STANDARD	A.W.7. SD.CCR A.W.8. SD.CCR A.W.9. SD.CCRA	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

INDICATOR/B	Comprehension and Collaboration
ENCHMARK	

STANDARD	SD.CCR	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building
	A.SL.1.	on others' ideas and expressing their own clearly and persuasively.

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

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

INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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

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

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

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

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.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

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

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

STANDARD 6.RI.9. Compare and contrast two authors" presentations of events on the same topic.

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

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

SKILLS

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.
SUPPORTING SKILLS	6.W.2.e.	Establish and maintain a formal style.
SUPPORTING SKILLS	6.W.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.

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. 6.W.8.a.	Gather relevant information from multiple print and digital sources. Assess the credibility of each source.
SUPPORTING		
SUPPORTING SKILLS SUPPORTING SKILLS	6.W.8.a. 6.W.8.b.	Assess the credibility of each source. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic
SUPPORTING SKILLS SUPPORTING SKILLS	6.W.8.a. 6.W.8.b.	Assess the credibility of each source. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
SUPPORTING SKILLS SUPPORTING SKILLS GOAL/ST RAND INDICAT OR/B	6.W.8.a. 6.W.8.b.	Assess the credibility of each source. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. Writing Standards
SUPPORTING SKILLS SUPPORTING SKILLS GOAL/ST RAND INDICAT OR/B ENCHMARK STANDARD	6.W.8.a. 6.W.8.b. SD.6.W. 6.W.10.	Assess the credibility of each source. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. Writing Standards Range of Writing 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
SUPPORTING SKILLS SUPPORTING SKILLS GOAL/ST RAND INDICAT OR/B ENCHMARK STANDARD	6.W.8.a. 6.W.8.b. SD.6.W. 6.W.10.	Assess the credibility of each source. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. Writing Standards Range of Writing 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.
SUPPORTING SKILLS SUPPORTING SKILLS GOAL/STRAND INDICATOR/B STANDARD GOAL/STRAND INDICATOR/BE	6.W.8.a. 6.W.8.b. SD.6.W. 6.W.10.	Assess the credibility of each source. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. Writing Standards Range of Writing 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. Speaking and Listening Standards
SUPPORTING SKILLS SUPPORTING SKILLS GOAL/ST RAND INDICAT OR/B STANDARD GOAL/ST RAND INDICAT OR/BE NCHMARK	6.W.8.a. 6.W.8.b. SD.6.W. 6.W.10. SD.6.SL.	Assess the credibility of each source. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. Writing Standards Range of Writing 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. Speaking and Listening Standards Comprehension and Collaboration 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 6.SL.1.b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. SKILLS

SUPPORTING6.SL.1.c.Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,SKILLStext, or issue under discussion.

GOAL/STRAND SD.6.L. Language

INDICAT OR/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	6.L.4.a.	Use context as a clue to the meaning of a word or phrase.

SKILLS

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.

UNIT 9: FORMAL CRITIQUE Week 22 Page 203-219

Grade 6 - Adopted: 2018

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCR A.R.6.	Assess how point of view or purpose shapes the content and style of a text.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Production and Distribution of Writing

STANDARDSD.CCRProduce clear and coherent writing in which the development, organization, and style are appropriate to task,
A.W.4.A.W.4.purpose, and audience.

STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/B ENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use

STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for

A.L.6. 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	Key Ideas and Details
ENCHMARK	

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

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

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

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

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

GOAL/STRAND SD.6.W. Writing Standards

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

SUPPORTING6.SL.1.c.Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,SKILLStext, 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.

GOAL/STRAND SD.6.L. Language

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

GOAL/STRAND SD.6.L. Language

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	6.L.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.

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.
		UNIT 9: FORMAL CRITIQUE Week 23 Page 221-230
		South Dakota Content Standards Language Arts Grade 6 - Adopted: 2018
GOAL/STRAND		College and Career Readiness Anchor Standards for Reading
INDICATOR/B	.R.	Key Ideas and Details
ENCHMARK		Rey lueas and Details
STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/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 .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Text Types and Purposes

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

GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/B ENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language

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

GOAL/STRAND SD.CCRA 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.

SUPPORTING6.RL.10.aRead and comprehend with proficiency at grade level.SKILLS.

SUPPORTING6.RL.10.bSelf-select texts for personal enjoyment, interest, and academic tasks.SKILLS.

SUPPORTING 6.RL.10.c. Read widely to understand multiple perspectives and diverse viewpoints. SKILLS

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

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

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

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

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

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

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SUPPORTING6.Rl.10.a.Read and comprehend with proficiency at grade level.SKILLS
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GOAL/STRAND SD.6.W. Writing Standards

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

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

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

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.
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/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 comman 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
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.

GOAL/STRAND SD.6.L. Language

INDICATOR/BE NCHMARK	Vocabulary Acquisition and Use
STANDARD	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 6.L.4.a. Use context as a clue to the meaning of a word or phrase. SKILLS

GOAL/STRAND SD.6.L. Language

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	6.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
SUPPORTING	6.L.5.a.	Interpret figures of speech (e.g., personification, etc.) in context.

SKILLS

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	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

A.R.3.

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		Production and Distribution of Writing
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

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

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

		.SL.

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

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

INDICAT OR/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

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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.

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.

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

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

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

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

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

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

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

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

GOAL/STRAND SD.6.W. Writing Standards

INDICATOR/B ENCHMARK		Production and Distribution of Writing
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

INDICAT OR/B 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.

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GOAL/STRAND SD.6.L. Language
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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		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

INDICAT OR/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.