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

Subject: Language Arts
Grade: 9

Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

South Dakota Content Standards Language Arts

Grade 9 - Adopted: 2018

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

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

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

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

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

.R.

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

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

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

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

.W.

.R.

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

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

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

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

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

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

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

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.

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

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.
	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.9- 10.RL.	Reading Standards for Literature
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	9- 10.RL.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9- 10.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis.
STANDARD	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STANDARD	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

SUPPORTING SKILLS	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SUPPORTING SKILLS	9- 10.W.2.e.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

GOAL/STRAND SD.9-10.W.

Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.3.	Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
SUPPORTING SKILLS	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
SUPPORTING SKILLS	9- 10.W.3.b.	Use narrative or literary techniques, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
SUPPORTING SKILLS	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
SUPPORTING SKILLS	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters.
SUPPORTING SKILLS	9- 10.W.3.e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.

GOAL/STRAND SD.9-10.W.

Writing Standards

INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. 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 grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

GOAL/STRAND SD.9-10.W.

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	9- 10.W.9.	Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	9- 10.W.9.a.	Apply grades 9–10 Reading standards for literature to writing.
SUPPORTING SKILLS	9- 10.W.9.b.	Apply grades 9–10 Reading standards for literary fiction and nonfiction to writing
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Knowledge of Language

STANDARD	9-10.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. Write and edit work so that it conforms
		to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing
		type.

GOAL/STRAND SD.9- Language 10.L.

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

GOAL/STRAND SD.9- Language 10.L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards Language Arts Grade 9 - Adopted: 2018

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

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

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

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

STANDARD		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

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

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

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

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

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

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
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/B ENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/B ENCHMARK		Key Ideas and Details

STANDARD	9- 10.RL.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9- 10.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis.
STANDARD	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STANDARD	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SUPPORTING SKILLS	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SUPPORTING SKILLS	9- 10.W.2.e.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.3.	Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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SUPPORTING SKILLS	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

SUPPORTING SKILLS	9- 10.W.3.b.	Use narrative or literary techniques, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
SUPPORTING SKILLS	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
SUPPORTING SKILLS	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters.
SUPPORTING SKILLS	9- 10.W.3.e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. 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 grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	9- 10.W.9.	Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	9- 10.W.9.a.	Apply grades 9–10 Reading standards for literature to writing.
SUPPORTING SKILLS	9- 10.W.9.b.	Apply grades 9–10 Reading standards for literary fiction and nonfiction to writing

GOAL/STRAND	SD.9-	Writing Standards
	10.W.	

SKILLS 10.L.4.d. context or in a dictionary).

INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	9-10.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. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SUPPORTING	9- 10 I <i>4</i> d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

GOAL/STRAND SD.9- Language 10.L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards Language Arts

Grade 9 - 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

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

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

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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.

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.9- Reading Standards for Literature

10.RL.

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	9- 10.RL.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9- 10.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	9- 10.RL.10	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9- 10.RL.10. a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9- 10.RL.10. b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	9-10.Rl.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9-10.Rl.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.
STANDARD	9-10.RI.3.	Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text

Determine the meaning of words and phrases as they are used in a text, including

INDICATOR/BE

9-

10.RI.4.

NCHMARK

STANDARD

Craft and Structure

SUPPORTING SKILLS	9- 10.Rl.4.a.	Figurative, connotative, and technical meanings.
SUPPORTING SKILLS	9- 10.Rl.4.b.	Analyze the cumulative impact of specific word choices on meaning and tone.(e.g., how the language of a court opinion differs from that of a newspaper).
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	9- 10.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9- 10.Rl.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9- 10.Rl.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. 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 grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly

GOAL/STRAND SD.9-

10.L.

Language

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

GOAL/STRAND SD.9- Language 10.L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

South Dakota Content Standards Language Arts Grade 9 - Adopted: 2018

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

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

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

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

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

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

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

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

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

INDICATOR/B 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.

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

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

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

.w.

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

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

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

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

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
GOAL/STRAND	SD.CCRA .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 .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.9- 10.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	9- 10.RL.10	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9- 10.RL.10. a.	Read and comprehend with proficiency at grade level.
SUPPORTING	9-	Self-select texts for personal enjoyment, interest and academic tasks.

SKILLS 10.RL.10.

GOAL/STRAND SD.9- Reading Standards for Informational Text 10.RI.

SUPPORTING

SKILLS

9-

	10.RI.	
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	9-10.RI.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.
STANDARD	9-10.RI.3.	Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including
SUPPORTING SKILLS	9- 10.Rl.4.a.	Figurative, connotative, and technical meanings.
SUPPORTING SKILLS	9- 10.Rl.4.b.	Analyze the cumulative impact of specific word choices on meaning and tone.(e.g., how the language of a court opinion differs from that of a newspaper).
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	9- 10.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9- 10.Rl.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9- 10.Rl.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SUPPORTING SKILLS	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING	Ο-	Develop the tonic with well-chosen relevant and sufficient facts extended definitions concrete details quotations or

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or

10.W.2.b. other information and examples appropriate to the audience's knowledge of the topic.

SUPPORTING SKILLS	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1-up to and including grades 9–10.)
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	9- 10.SL.1.	Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SUPPORTING SKILLS	9- 10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SUPPORTING SKILLS	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes of larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GOAL/STRAND	SD.9- 10.SL.	Speaking and Listening Standards

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
STANDARD	9- 10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STANDARD	9- 10.SL.6.	Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE		Vocabulary Acquisition and Use
STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

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

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards Language Arts

Grade 9 - Adopted: 2018

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

.W.

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

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

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

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

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

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

.L.

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

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

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.9-	Reading	Standards	for	Literature
	10.RL.				

INDICATOR/BE		Range of Reading and Level of Text Complexity
STANDARD	9- 10.RL.10	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9- 10.RL.10. a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9- 10.RL.10. b.	Self-select texts for personal enjoyment, interest and academic tasks.

$\begin{array}{ccc} \text{GOAL/STRAND} & \text{SD.9-} & \text{Reading Standards for Informational Text} \\ & \text{10.RI.} \end{array}$

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	9-10.RI.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9-10.Rl.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.
STANDARD	9-10.RI.3.	Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.

GOAL/STRAND SD.9- Reading Standards for Informational Text 10.RI.

INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including
SUPPORTING SKILLS	9- 10.Rl.4.a.	Figurative, connotative, and technical meanings.
SUPPORTING SKILLS	9- 10.Rl.4.b.	Analyze the cumulative impact of specific word choices on meaning and tone.(e.g., how the language of a court opinion differs from that of a newspaper).

GOAL/STRAND SD.9- Reading Standards for Informational Text 10.RI.

INDICATOR/BE NCHMARK	Range of Reading and Level of Text Complexity
STANDARD	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.

SUPPORTING	9-	Read and comprehend with proficiency at grade level.
SKILLS	10.RI.10.a.	

SUPPORTING SKILLS	9- 10.Rl.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SUPPORTING SKILLS	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SUPPORTING SKILLS	9- 10.W.2.e.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. 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 grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9- 10.W.	Writing Standards

INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.SL.	Speaking and Listening Standards
INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
STANDARD	9- 10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STANDARD	9- 10.SL.6.	Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

GOAL/STRAND	SD.9-	Language
	10.L.	

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 27-38

South Dakota Content Standards Language Arts

Grade 9 - Adopted: 2018

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

R.

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

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

.R.

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

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

.R.

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

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

.R.

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

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

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

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

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

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

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

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

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

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

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

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

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

STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
GOAL/STRAND	SD.CCRA .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 .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	9- 10.RL.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9- 10.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis.
STANDARD	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/B ENCHMARK		Craft and Structure

STANDARD	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STANDARD	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.3.	Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
SUPPORTING SKILLS	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
SUPPORTING SKILLS	9- 10.W.3.b.	Use narrative or literary techniques, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
SUPPORTING SKILLS	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
SUPPORTING SKILLS	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters.
SUPPORTING SKILLS	9- 10.W.3.e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. 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 grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing

Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range

of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest,

STANDARD

9-

10.W.10.

and academic tasks.

GOAL/STRAND SD.9- Speaking and Listening Standards 10.SL.

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
STANDARD	9- 10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STANDARD	9- 10.SL.6.	Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use

9-10.L.6. Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46

South Dakota Content Standards Language Arts

Grade 9 - Adopted: 2018

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

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

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

.R.

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

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

.R.

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

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

.R

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

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

.W.

INDICATOR/B ENCHMARK

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.SL.5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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 .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	9- 10.RL.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9- 10.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis.
STANDARD	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/B ENCHMARK		Craft and Structure

STANDARD	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STANDARD	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.3.	Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
SUPPORTING SKILLS	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
SUPPORTING SKILLS	9- 10.W.3.b.	Use narrative or literary techniques, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
SUPPORTING SKILLS	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
SUPPORTING SKILLS	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters.
SUPPORTING SKILLS	9- 10.W.3.e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. 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 grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing

Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range

of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest,

STANDARD

9-

10.W.10.

and academic tasks.

GOAL/STRAND SD.9- Speaking and Listening Standards 10.SL.

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
STANDARD	9- 10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STANDARD	9- 10.SL.6.	Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use

9-10.L.6. Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54

South Dakota Content Standards Language Arts

Grade 9 - Adopted: 2018

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

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

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

.R.

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

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

.R.

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

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

.R

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

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

.W.

INDICATOR/B ENCHMARK

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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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.9- Reading Standards for Literature 10.RL.

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	9- 10.RL.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9- 10.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis.
STANDARD	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

GOAL/STRAND SD.9- Reading Standards for Literature 10.RL.

	10.RL.	
INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STANDARD	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.

GOAL/STRAND	SD.9-	Writing	Standards
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GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.3.	Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
SUPPORTING SKILLS	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
SUPPORTING SKILLS	9- 10.W.3.b.	Use narrative or literary techniques, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
SUPPORTING SKILLS	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
SUPPORTING SKILLS	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters.
SUPPORTING SKILLS	9- 10.W.3.e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. 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 grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

GOAL/STRAND SD.9-**Writing Standards** 10.W.

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INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.SL.	Speaking and Listening Standards

INDICATOR/B ENCHMARK Presentation of Knowledge and Ideas

STANDARD	9- 10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STANDARD	9- 10.SL.6.	Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

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

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

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

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 College and Career Readiness Anchor Standards for Writing

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

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

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

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

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

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

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

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

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

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

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

INDICATOR/B
ENCHMARK

Knowledge of Language

STANDARD

SD.CCR
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

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

GOAL/STRAND SD.9-

10.RL.

Reading Standards for Literature

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	9- 10.RL.10	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9- 10.RL.10. a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9- 10.RL.10. b.	Self-select texts for personal enjoyment, interest and academic tasks.

GOAL/STRAND SD.9-10.RI.

Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	9-10.RI.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9-10.Rl.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.
STANDARD	9-10.RI.3.	Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.

GOAL/STRAND SD.9-

10.RL

Reading Standards for Informational Text

	10.1(1.	
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including
SUPPORTING SKILLS	9- 10.Rl.4.a.	Figurative, connotative, and technical meanings.

SUPPORTING

SKILLS

Analyze the cumulative impact of specific word choices on meaning and tone.(e.g., how the language of a court 10.RI.4.b. opinion differs from that of a newspaper).

GOAL/STRAND SD.9-

10.RI.

Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	9- 10.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9- 10.Rl.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9- 10.Rl.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.

GOAL/STRAND SD.9-

SD.9-10.W.

Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SUPPORTING SKILLS	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

GOAL/STRAND SD.9-10.W.

Writing Standards

INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. 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 grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

GOAL/STRAND SD.9-10.W.

Writing Standards

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject under investigation

STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	9- 10.SL.1.	Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SUPPORTING SKILLS	9- 10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SUPPORTING SKILLS	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
	10.L.2.c.	Spell correctly Language

STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

GOAL/STRAND SD.9-

Language

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78

South Dakota Content Standards Language Arts

Grade 9 - Adopted: 2018

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

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

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

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

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

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

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.

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 Comprehension and Collaboration ENCHMARK	
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STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	9- 10.RL.10	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9- 10.RL.10. a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9- 10.RL.10. b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/B ENCHMARK		Key Ideas and Details

STANDARD	9-10.RI.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.
STANDARD	9-10.RI.3.	Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including
SUPPORTING SKILLS	9- 10.Rl.4.a.	Figurative, connotative, and technical meanings.
SUPPORTING SKILLS	9- 10.Rl.4.b.	Analyze the cumulative impact of specific word choices on meaning and tone.(e.g., how the language of a court opinion differs from that of a newspaper).
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	9- 10.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9- 10.RI.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9- 10.RI.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SUPPORTING SKILLS	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

GOAL/STRAND	SD.9-	Writing Standards
	10.W.	

GOAL/STRAND SD.9- Language 10.L.

INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. 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 grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	9- 10.SL.1.	Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SUPPORTING SKILLS	9- 10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SUPPORTING SKILLS	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING		
SKILLS	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SKILLS SUPPORTING SKILLS	10.L.4.a.	
SUPPORTING	9- 10.L.4.d.	as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
SUPPORTING SKILLS	9- 10.L.4.d. SD.9-	as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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South Dakota Content Standards Language Arts

Grade 9 - Adopted: 2018

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

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

STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/B ENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
GOAL/STRAND INDICATOR/B ENCHMARK		College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use
INDICATOR/B		
INDICATOR/B ENCHMARK	.L. SD.CCR	Vocabulary Acquisition and Use 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.
INDICAT OR/B ENCHMARK STANDARD	SD.CCR A.L.4.	Vocabulary Acquisition and Use 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. 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
INDICAT OR/B ENCHMARK STANDARD STANDARD	SD.CCR A.L.4. SD.CCR A.L.6.	Vocabulary Acquisition and Use 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. 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.
INDICAT OR/B ENCHMARK STANDARD STANDARD GOAL/STRAND INDICAT OR/BE	SD.CCR A.L.4. SD.CCR A.L.6.	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. 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. Reading Standards for Literature
INDICAT OR/BENCHMARK STANDARD STANDARD GOAL/ST RAND INDICAT OR/BENCHMARK	SD.CCR A.L.4. SD.CCR A.L.6. SD.9- 10.RL.	Vocabulary Acquisition and Use 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. 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. Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literary nonfiction and informational text in the grades

GOAL/STRAND SD.9- Reading Standards for Informational Text 10.RI.

NEDICATORIES STANDARD 9-10.RL1. Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as interences drawn from the text. STANDARD 9-10.RL2 Determine a central idea of a text and analyze its development over the course of the text, including how it is interenced, built, and referred by specific details; provide an objective summary of the text is support analysis. STANDARD 9-10.RL2 Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections. GOALISTRAND SD.9-10.RL2 Reading Standards for Informational Text		10.KI.	
STANDARD 9-10.RI2. Determine a central idea of a text and analyze its development over the course of the text including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis. STANDARD 9-10.RI3. Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections. GOAL/STRAND SD.9- 10.RI. Craft and Structure Craft and Structure Craft and Structure STANDARD 9- 10.RI.4. Pigurative, connotative, and technical meanings. SVLLS 10.RI.4. Figurative, connotative, and technical meanings. GOAL/STRAND SD.9- 10.RI. Range of Reading Standards for Informational Text NDICATOR/BE NCHMARK STANDARD 9- 10.RI. STANDARD 9- 10.RI. SUPPORTING STANDARD 9- 10.RI. SUPPORTING SVLLS 10.RI.0. Self-select texts for personal enjoyment, interest and academic tasks. SUPPORTING SULPORTING SULPO			Key Ideas and Details
STANDARD 9-10.RL3. Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections. GOAL/STRAND 50.9- 10.RL INDICATOR/BE NCHMARK STANDARD 9- 10.RL4. Determine the meaning of words and phrases as they are used in a text, including SUPPORTING 9- 10.RL4. Pigurative, connotative, and technical meanings. GOAL/STRAND 50.9- 10.RL4. Reading Standards for Informational Text SUPPORTING 9- 10.RL4. Reading Standards for Informational Text INDICATOR/BE Reading Standards for Informational Text INDICATOR/BE Reading Standards for Informational Text INDICATOR/BE Reading and Level of Text Complexity STANDARD 9- 10.RL10. Byte end of the year, read and comprehend literary nonfiction and informational text in the grades 9-10.RL10. Byte end of the year, read and comprehend literary nonfiction and informational text in the grades 9-10.RL10. Byte end of the year, read and comprehend literary nonfiction and informational text in the grades 9-10.RL10. Byte end of the year, read and comprehend literary nonfiction and informational text in the grades 9-10.RL10. Byte end of the year, read and comprehend literary nonfiction and informational text in the grades 9-10.RL10. Byte end of the year, read and comprehend literary nonfiction and informational text in the grades 10.RL10. Byte end of the year, read and comprehend literary nonfiction and informational text in the grades 10.RL10. Byte end of the year, read and comprehend literary nonfiction and informational text in the grades 10.RL10. Byte end of the year, read and comprehend literary nonfiction and informational text in the grades 10.RL10. Byte end of the year, read and comprehend literary nonfiction and information text in the grades 10.RL10. Byte end of the year, read and comprehend literary nonfiction and information tasks. SUPPORTING 9- Self-select texts for personal enjoyment interest and academic tasks. SUPPORTING 9- Introduce a topic, organize complex ideas, concepts, and i	STANDARD	9-10.RI.1.	
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STANDARD 9- 10.RI.4. Figurative, connotative, and technical meanings. Reading Standards for Informational Text Range of Reading and Level of Text Complexity P-10.RI.10. By the end of the year, read and comprehend literary nonfliction and informational text in the grades p-10.RI.10. Fead and comprehend with proficiency at grade level. SUPPORTING 9- Self-select texts for personal enjoyment, interest and academic tasks. SUPPORTING 9- Self-select texts for personal enjoyment, interest and academic tasks. Fax Types and Purposes Fext Types and Purposes Fext Types and Purposes Fext Types and Purposes Fext Types and Purposes Figurative, connotative, and technical meanings. Figurative, connotative, and text, including text in the grades Figurative profice and support as needed independently and proficiently. Figurative, connotative, and text, including text in the grades Figurative, connotative, and text, including text in the grades Figurative, connotative, and text, including text in the grades Figurative, connotative, and text, including text in the grades Figurative, connotative, and text, including text in the grades Figurative, connotative, and text, including text in the grades Figurative, connotative, and text, including text in text. Figurative, connotative, and text, including text in text, including text in text, including text in text, including text in text. Figurative, connotative, and text in te	GOAL/STRAND		Reading Standards for Informational Text
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SCHLS 10.RI.4.a. COAL/STRAND SD.9-10.RI.	STANDARD		Determine the meaning of words and phrases as they are used in a text, including
INDICATOR/BE NCHMARK STANDARD 9- 10.RI.10. By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9-10 text complexity with guidance and support as needed independently and proficiently. SUPPORTING SKILLS 9- Read and comprehend with proficiency at grade level. SUPPORTING SKILLS 10.RI.10.b. Self-select texts for personal enjoyment, interest and academic tasks. SUPPORTING S			Figurative, connotative, and technical meanings.
STANDARD 9-10 text complexity with guidance and support as needed independently and proficiently. SUPPORTING 9-10 Read and comprehend with proficiency at grade level. SUPPORTING 9-10 Read and comprehend with proficiency at grade level. SUPPORTING 9-10 Read and comprehend with proficiency at grade level. SUPPORTING 9-10 Read and comprehend with proficiency at grade level. SUPPORTING 9-10 Read and comprehend with proficiency at grade level. SUPPORTING 9-10 Read and comprehend with proficiency at grade level. SUPPORTING 9-10 Read and comprehend with proficiency at grade level. SUPPORTING 9-10 Read and comprehend with proficiency at grade level. SUPPORTING 9-10 Read and comprehend literary nonfiction and information tasks. SUPPORTING 9-10 Read and comprehend with proficiency at grade level. SUPPORTING 9-10 Read and comprehend with proficiency at grade level. SUPPORTING 9-10 Read and comprehend with proficiency at grade level. SUPPORTING 9-10 Read and comprehend with proficiency at grade level. SUPPORTING 9-10 Read and comprehend with proficiency at grade level. SUPPORTING 9-10 Read and comprehend with proficiency at grade level. SUPPORTING 9-10 Read and comprehend with proficiency at grade level. SUPPORTING 9-10 Read and comprehend with proficiency at grade level. SUPPORTING 9-10 Read and comprehend with proficiency at grade level. SUPPORTING 9-10 Read and comprehend with proficiency at grade level. SUPPORTING 9-10 Read and comprehend with proficiency at grade level.	GOAL/STRAND		Reading Standards for Informational Text
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GOAL/STRAND SD.9- 10.W. INDICATOR/BE NCHMARK STANDARD 9- 10.W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. SUPPORTING 9- SKILLS 10.W.2.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.			
INDICATOR/BE NCHMARK Text Types and Purposes NCHMARK STANDARD 9- 10.W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. SUPPORTING SKILLS 9- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.			
STANDARD 9- 10.W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. SUPPORTING SKILLS 9- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	GOAL/STRAND		Writing Standards
SUPPORTING SKILLS 10.W.2.a. clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.			Text Types and Purposes
SKILLS 10.W.2.a. distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	STANDARD		
SUPPORTING 9- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or			distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding
SKILLS 10.W.2.b. other information and examples appropriate to the audience's knowledge of the topic.			Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

SUPPORTING

SKILLS

9-10.W.2.d.

GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. 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 grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9- 10.L.	Language

Demonstrate command of the conventions of standard English grammar; consult references as needed.

INDICATOR/BE NCHMARK

STANDARD

9-10.L.2. Conventions of Standard English

SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE		Vocabulary Acquisition and Use
STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98

South Dakota Content Standards Language Arts

Grade 9 - 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 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.

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

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

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

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

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

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

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

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

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

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

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

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

	SD.CCRA .L. SD.CCR A.L.3.	College and Career Readiness Anchor Standards for Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR/B ENCHMARK	SD.CCR A.L.3. SD.CCRA	Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices
ENCHMARK	A.L.3. SD.CCRA	Apply knowledge of language to understand how language functions in different contexts, to make effective choices
STANDARD	A.L.3. SD.CCRA	
		College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	9- 10.RL.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9- 10.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.3.	Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
SUPPORTING SKILLS	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

SUPPORTING 10 W3.b to develop experiences, swems, and/or characters. SUPPORTING 10 W3.b to develop experiences, swems, and/or characters. SUPPORTING 10 W3.c			
SIGNATION OF STANDARD STA			
SCALISTRAND SD.9- INDICATORIB ENCHMARK STANDARD SD.9- ID Witting Standards STANDARD			Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATORIB ENCHMARK Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience. STANDARD STAN			
STANDARD 9- Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience. STANDARD 9- Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and audience and support process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from the press and audience and support from the pressure of the purpose and audience and support of the process of the purpose and audience and support and including grades 9–10.) STANDARD 9- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. SDA-10.W. STANDARD 9- Writing Standards Range of Writing Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks. GOAL/STRAND SD.9- Language INDICATOR/IBE Conventions of Standard English STANDARD 9- Demonstrate command of the conventions of standard English grammar and usage when writing or presentations. GOAL/STRAND SD.9- Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar; consult references as needed.	GOAL/STRAND		Writing Standards
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SUPPORTING 9- Spell correctly			Conventions of Standard English
·	STANDARD		
			Spell correctly

GOAL/STRAND	SD.9-	Language
	10.L.	

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

GOAL/STRAND SD.9- Language 10.L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 99-112

South Dakota Content Standards Language Arts

Grade 9 - 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 Integration of Knowledge and Ideas ENCHMARK

STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD	SD.CCR A.R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

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

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK

STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/B ENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
GOAL/STRAND INDICATOR/B ENCHMARK		College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use
INDICATOR/B		
INDICATOR/B ENCHMARK	.L. SD.CCR	Vocabulary Acquisition and Use 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.
INDICAT OR/B ENCHMARK STANDARD	SD.CCR A.L.4.	Vocabulary Acquisition and Use 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. 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
INDICAT OR/B ENCHMARK STANDARD STANDARD	SD.CCR A.L.4. SD.CCR A.L.6.	Vocabulary Acquisition and Use 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. 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.
INDICAT OR/B ENCHMARK STANDARD STANDARD GOAL/STRAND INDICAT OR/BE	SD.CCR A.L.4. SD.CCR A.L.6.	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. 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. Reading Standards for Literature
INDICAT OR/BENCHMARK STANDARD STANDARD GOAL/STRAND INDICAT OR/BENCHMARK	SD.CCR A.L.4. SD.CCR A.L.6. SD.9- 10.RL.	Vocabulary Acquisition and Use 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. 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. Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literary nonfiction and informational text in the grades

GOAL/STRAND SD.9- Reading Standards for Informational Text 10.RI.

SKILLS

	10.RI.	
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	9-10.RI.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.
STANDARD	9-10.RI.3.	Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including
SUPPORTING SKILLS	9- 10.Rl.4.a.	Figurative, connotative, and technical meanings.
SUPPORTING SKILLS	9- 10.Rl.4.b.	Analyze the cumulative impact of specific word choices on meaning and tone.(e.g., how the language of a court opinion differs from that of a newspaper).
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	9- 10.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9- 10.Rl.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9- 10.Rl.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SUPPORTING SKILLS	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING	9-	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or

 $10. \text{W.2.b.} \quad \text{other information and examples appropriate to the audience's knowledge of the topic.} \\$

SUPPORTING SKILLS	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. 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 grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9- 10.L.	Language

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 113-126

South Dakota Content Standards Language Arts

Grade 9 - Adopted: 2018

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

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

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

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

STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
GOAL/STRAND	SD.CCRA .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.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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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.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity

STANDARD	9- 10.RL.10	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9- 10.RL.10. a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9- 10.RL.10. b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	9-10.RI.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.
STANDARD	9-10.RI.3.	Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including
SUPPORTING SKILLS	9- 10.Rl.4.a.	Figurative, connotative, and technical meanings.
SUPPORTING SKILLS	9- 10.Rl.4.b.	Analyze the cumulative impact of specific word choices on meaning and tone.(e.g., how the language of a court opinion differs from that of a newspaper).

NCHMARK		Craft and Structure
STANDARD	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including
SUPPORTING SKILLS	9- 10.Rl.4.a.	Figurative, connotative, and technical meanings.
SUPPORTING SKILLS	9- 10.Rl.4.b.	Analyze the cumulative impact of specific word choices on meaning and tone.(e.g., how the language of a court opinion differs from that of a newspaper).

GOAL/STRAND SD.9-10.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 literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9- 10.Rl.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9- 10.Rl.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.

GOAL/STRAND SD.9-**Writing Standards** 10.W.

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SUPPORTING SKILLS	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B		Production and Distribution of Writing

INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. 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 grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

GOAL/STRAND SD.9- Writing Standards 10.W.

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

GOAL/STRAND SD.9- Writing Standards 10.W.

INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.9- Language 10.L.

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	9-10.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. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Range of Writing
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

INDICAT OR/B ENCHMARK

Conventions of Standard English

STANDARD

SD.CCR

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

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

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A.L.2.

INDICATOR/B ENCHMARK	Knowledge of Language	
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	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.9- 10.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	9- 10.RL.10	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9- 10.RL.10. a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9- 10.RL.10. b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	9-10.RI.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.
STANDARD	9-10.RI.3.	Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure

Determine the meaning of words and phrases as they are used in a text, including

Figurative, connotative, and technical meanings.

9-10.RI.4.

10.RI.4.a.

9-

STANDARD

SUPPORTING

SKILLS

SUPPORTING SKILLS	9- 10.Rl.4.b.	Analyze the cumulative impact of specific word choices on meaning and tone.(e.g., how the language of a court opinion differs from that of a newspaper).
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	9- 10.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9- 10.Rl.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9- 10.RI.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SUPPORTING SKILLS	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. 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 grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge

STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolut and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9- 10.L.	Language
GOAL/STRAND INDICATOR/BE NCHMARK		Language Conventions of Standard English
INDICATOR/BE		
INDICATOR/BE NCHMARK	10.L.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar; consult references as
INDICATOR/BE NCHMARK ST AND ARD SUPPORTING	9- 10.L.2. 9- 10.L.2.c.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar; consult references as needed.
INDICATOR/BE NCHMARK ST AND ARD SUPPORTING SKILLS	9- 10.L.2. 9- 10.L.2.c.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar; consult references as needed. Spell correctly
INDICATOR/BE NCHMARK STANDARD SUPPORTING SKILLS GOAL/STRAND INDICATOR/B	9- 10.L.2. 9- 10.L.2.c.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar; consult references as needed. Spell correctly 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. Write and edit work so that it conform
INDICATOR/BE NCHMARK STANDARD SUPPORTING SKILLS GOAL/STRAND INDICATOR/B ENCHMARK	9- 10.L.2. 9- 10.L.2.c. SD.9- 10.L.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar; consult references as needed. Spell correctly 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. Write and edit work so that it conform to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing
INDICATOR/BENCHMARK STANDARD SUPPORTING SKILLS GOAL/STRAND INDICATOR/BENCHMARK STANDARD	9- 10.L.2. 9- 10.L.2.c. SD.9- 10.L.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar; consult references as needed. Spell correctly 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. Write and edit work so that it conform to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.

SUPPORTING SKILLS	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use

UNIT 7: INVENTIVE WRITING Week 13 Page 133-138

South Dakota Content Standards Language Arts

9-10.L.6. Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 9 - Adopted: 2018

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

STANDARD

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

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

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

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

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 Research to Build and Present Knowledge ENCHMARK
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STANDARD	SD.CCR A.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/B ENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
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.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SUPPORTING SKILLS	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

SUPPORTING SKILLS	9- 10.W.2.e.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. 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 grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.

SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	9-10.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. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 7: INVENTIVE WRITING Week 14 Page 139-144
		South Dakota Content Standards
		Language Arts Grade 9 - Adopted: 2018
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 .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.

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

STANDARD

A.W.5.

STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	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.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.
	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.
	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/B ENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	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.
	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.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SUPPORTING SKILLS	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

SUPPORTING SKILLS	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SUPPORTING SKILLS	9- 10.W.2.e.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. 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 grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

GOAL/STRAND	SD.9-	Language
	10.L.	

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9- 10.1.2 c.	Spell correctly

GOAL/STRAND SD.9- Language 10.L.

INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	9-10.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. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.

GOAL/STRAND SD.9- Language 10.L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards Language Arts

Grade 9 - Adopted: 2018

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

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

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

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

STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD	SD.CCR A.R.6.	Assess how point of view or purpose shapes the content and style of a text.

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

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

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

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

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

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

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

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

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

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

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

.W.

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

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

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

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

L.

INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	SD.CCR 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.9- Reading Standards for Literature 10.RL.

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	9- 10.RL.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD	9- 10.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis.
STANDARD	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STANDARD	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
STANDARD	9- 10.RL.6.	Analyze how point of view and/or author purpose shapes the content and style of culturally diverse texts, including those from outside the United States.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.3.	Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
SUPPORTING SKILLS	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
SUPPORTING SKILLS	9- 10.W.3.b.	Use narrative or literary techniques, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
SUPPORTING SKILLS	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
SUPPORTING SKILLS	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters.
SUPPORTING SKILLS	9- 10.W.3.e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B		Production and Distribution of Writing
ENCHMARK		

STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. 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 grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-182

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.

.к.

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

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

.R.

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

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

.W.

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

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

.w.

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

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

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

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

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

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

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

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

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

L.

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

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

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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 Vocabulary Acquisition and Use ENCHMARK

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.9- 10.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	9- 10.RL.10	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9- 10.RL.10. a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9- 10.RL.10. b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	9-10.RI.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.
STANDARD	9-10.RI.3.	Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	9- 10.Rl.4.	Determine the meaning of words and phrases as they are used in a text, including
SUPPORTING SKILLS	9- 10.Rl.4.a.	Figurative, connotative, and technical meanings.
SUPPORTING SKILLS	9- 10.Rl.4.b.	Analyze the cumulative impact of specific word choices on meaning and tone.(e.g., how the language of a court opinion differs from that of a newspaper).
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity

STANDARD	9- 10.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9- 10.Rl.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9- 10.Rl.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SUPPORTING SKILLS	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SUPPORTING SKILLS	9- 10.W.2.e.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. 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 grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

 $subject, demonstrating \ understanding \ of the \ subject \ under \ investigation.$

assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. GOALISTRAND 10.W. INDICATOR/B Range of Writing ENCHMARK STANDARD 9- Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a rang of teasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest and academic tasks. GOALISTRAND 50.9- Language INDICATOR/BE Conventions of Standard English NCHMARK STANDARD 9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absoluting and clauses (independent, dependent noun, relative, adverbial) to convey specific meanings and add variety an interest to writing or presentations. GOALISTRAND 50.9- Language INDICATOR/BE Conventions of Standard English CONVENTING 9- Demonstrate command of the conventions of standard English grammar; consult references as interest to writing or presentations. GOALISTRAND 9- Demonstrate command of the conventions of standard English grammar; consult references as needed. SUPPORTING 9- Spell correctly SIANDARD 9- Language INDICATOR/BE Conventions of Standard English Knowledge of Language INDICATOR/BE Knowledge of Language to understand how language functions in different contexts, to make effective choice for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it contons for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it contons to that it contons to that it contons are supplied to the strength of the conventions in different contexts, to make effective choice for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it contons to the contexts in the contexts.			
INDICATOR/B INDIC	STANDARD		
STANDARD 9- Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a rang of basks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest and academic tasks. GOAL/STRAND SD.9- 10.1. INDICATOR/BE NCHMARK STANDARD 9- 10.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. SUPPORTING SKILLS 10.1.1. Language 10.1.1. Language INDICATOR/BE Conventions of Standard English STANDARD 9- 10.1.2. Conventions of Standard English Conventions of Standard English STANDARD 9- 10.1.2. Conventions of Standard English STANDARD 9- 10.1.2. Demonstrate command of the conventions of standard English grammar; consult references as needed. STANDARD 9- 10.1.2. STANDARD 9- 10.1.2. Spell correctly Knowledge of Language INDICATOR/BE Knowledge of Language INDICATOR/BE STANDARD 9-10.1.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choice for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conform to the guidelines in a style menual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type. INDICATOR/BE Vocabulary Acquisition and Use			Writing Standards
GOAL/STRAND SD.9- 10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. SUPPORTING SD.9- 10.L.1 SPANDARD 9- Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolus finiterest to writing or presentations. GOAL/STRAND SD.9- 10.L.1 INDICATOR/BE NCHMARK STANDARD 9- 10.L.2 INDICATOR/BE NCHMARK STANDARD 9- SPEIL correctly SUPPORTING STANDARD 9- SPEIL correctly SUPPORTING STANDARD 9- 10.L.2 INDICATOR/BE NCHMARK STANDARD 9- SPEIL correctly SUPPORTING SD.9- Language INDICATOR/BE Knowledge of Language Understand how language functions in different contexts, to make effective choice for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conform to the guidelines in a syle manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type. INDICATOR/BE Vocabulary Acquisition and Use			Range of Writing
INDICATOR/BE NCHMARK STANDARD 9- 10.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. SUPPORTING 9- 10.L.1. SUPPORTING 9- 10.L.1. Language INDICATOR/BE NCHMARK STANDARD 9- 10.L.2. Demonstrate command of the conventions of standard English grammar and usage when writing or great and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety an interest to writing or presentations. Conventions of Standard English Conventions of Standard English STANDARD 9- 10.L.2. Demonstrate command of the conventions of standard English grammar; consult references as needed. SUPPORTING 9- Spell correctly SUPPORTING 9- Spell correctly SUPPORTING 9- Spell correctly Knowledge of Language NDICATOR/BE Knowledge of Language Knowledge of Language to understand how language functions in different contexts, to make effective choice for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conform to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type. GOALISTRAND SD.9- 10.L. Language INDICATOR/BE Vocabulary Acquisition and Use	STANDARD		Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
STANDARD STA	GOAL/STRAND		Language
SUPPORTING 9- SKILLS 10.L.1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolution and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. GOAL/STRAND SD.9- 10.L. INDICATOR/BE Conventions of Standard English STANDARD 9- 10.L.2. Demonstrate command of the conventions of standard English grammar; consult references as needed. SUPPORTING 9- SKILLS 10.L.2. Spell correctly GOAL/STRAND SD.9- 10.L. INDICATOR/BE Knowledge of Language Knowledge of Language STANDARD 9-10.L. Apply knowledge of language to understand how language functions in different contexts, to make effective choice for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conform to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type. GOAL/STRAND SD.9- 10.L. INDICATOR/BE Vocabulary Acquisition and Use			Conventions of Standard English
SKILLS 10.L.1.b. and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety an interest to writing or presentations. GOAL/STRAND SD.9- 10.L. INDICATOR/BE NCHMARK STANDARD 9- 10.L.2. Demonstrate command of the conventions of standard English grammar; consult references as needed. SUPPORTING SKILLS Spell correctly Spell correctly Spell correctly Knowledge of Language Knowledge of Language Knowledge of language to understand how language functions in different contexts, to make effective choice for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conform to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type. GOAL/STRAND SD.9- 10.L. INDICATOR/BE Vocabulary Acquisition and Use	STANDARD		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR/BE NCHMARK Conventions of Standard English Conventions of Standard English Demonstrate command of the conventions of standard English grammar; consult references as needed. SUPPORTING 9- Spell correctly 10.L.2. Spell correctly SD.9- Language NCHMARK Knowledge of Language Knowledge of Language to understand how language functions in different contexts, to make effective choice for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conform to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type. GOAL/STRAND SD.9- Language Vocabulary Acquisition and Use		-	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
STANDARD 9- 10.L.2. Demonstrate command of the conventions of standard English grammar; consult references as needed. SUPPORTING 9- SKILLS 10.L.2.c. Spell correctly Spell correctly Spell correctly INDICATOR/B ENCHMARK Knowledge of Language Knowledge of language to understand how language functions in different contexts, to make effective choice for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conform to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type. GOAL/STRAND SD.9- 10.L. INDICATOR/BE Vocabulary Acquisition and Use	GOAL/STRAND		Language
SUPPORTING 9- Spell correctly GOAL/STRAND SD.9- Language INDICATOR/B ENCHMARK STANDARD 9-10.L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choice for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conform to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type. GOAL/STRAND SD.9- Language INDICATOR/BE Vocabulary Acquisition and Use			Conventions of Standard English
SKILLS 10.L.2.c. GOAL/STRAND SD.9- 10.L. INDICATOR/B ENCHMARK STANDARD 9-10.L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choice for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conform to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type. GOAL/STRAND SD.9- 10.L. INDICATOR/BE Vocabulary Acquisition and Use	STANDARD		
INDICATOR/B ENCHMARK STANDARD 9-10.L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choice for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conform to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type. GOAL/STRAND SD.9- 10.L. INDICATOR/BE Vocabulary Acquisition and Use			Spell correctly
STANDARD 9-10.L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choice for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conform to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type. GOAL/STRAND SD.9- 10.L. INDICATOR/BE Vocabulary Acquisition and Use			Language
for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conform to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type. GOAL/STRAND SD.9- 10.L. INDICATOR/BE Vocabulary Acquisition and Use			Knowledge of Language
INDICATOR/BE Vocabulary Acquisition and Use	STANDARD	9-10.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. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
	GOAL/STRAND		Language
			Vocabulary Acquisition and Use
STANDARD 9- 10.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	STANDARD		
	SUPPORTING	9-	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

SUPPORTING	9-	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
SKILLS	10.L.4.d.	context or in a dictionary).

GOAL/STRAND SD.9- Language 10.L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 8: FORMAL ESSAY MODELS Week 17 Page 183-194

South Dakota Content Standards Language Arts

Grade 9 - Adopted: 2018

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

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

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

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

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

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

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

.R.

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

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

INDICATOR/B ENCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

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

.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		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	9- 10.RL.10	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9- 10.RL.10. a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9- 10.RL.10. b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/B ENCHMARK		Key Ideas and Details

STANDARD	9-10.RI.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.
STANDARD	9-10.RI.3.	Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including
SUPPORTING SKILLS	9- 10.Rl.4.a.	Figurative, connotative, and technical meanings.
SUPPORTING SKILLS	9- 10.Rl.4.b.	Analyze the cumulative impact of specific word choices on meaning and tone.(e.g., how the language of a court opinion differs from that of a newspaper).
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
STANDARD	9-10.RI.7.	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	9- 10.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9- 10.Rl.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9- 10.Rl.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
SUPPORTING SKILLS	9- 10.W.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

SUPPORTING SKILLS	9- 10.W.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
SUPPORTING SKILLS	9- 10.W.1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
SUPPORTING SKILLS	9- 10.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SUPPORTING SKILLS	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. 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 grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing

STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	9-10.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. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use

9-10.L.6. Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 8: FORMAL ESSAY MODELS Week 18 Page 195-206

South Dakota Content Standards Language Arts

Grade 9 - Adopted: 2018

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

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

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

.R.

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

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

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

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

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

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

.W.

INDICATOR/B ENCHMARK

STANDARD	SD.CCR A.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

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

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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

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SUPPORTING

SKILLS

9-

10.RL.10. b.

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.9- Reading Standards for Literature 10.RL.

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	9- 10.RL.10	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9- 10.RL.10. a.	Read and comprehend with proficiency at grade level.

Self-select texts for personal enjoyment, interest and academic tasks.

GOAL/STRAND SD.9- Reading Standards for Informational Text 10.RI.

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	9-10.RI.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9-10.Rl.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.
STANDARD	9-10.RI.3.	Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.

GOAL/STRAND	SD.9-	Reading Standards for Informational Text
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	10.RI.	
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including
SUPPORTING SKILLS	9- 10.RI.4.a.	Figurative, connotative, and technical meanings.
SUPPORTING SKILLS	9- 10.Rl.4.b.	Analyze the cumulative impact of specific word choices on meaning and tone.(e.g., how the language of a court opinion differs from that of a newspaper).
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.

SUPPORTING 9- Read and comprehend with proficiency at grade level. SKILLS 10.Rl.10.a.

SUPPORTING 9- Self-select texts for personal enjoyment, interest and academic tasks. SKILLS 10.RI.10.b.

GOAL/STRAND SD.9- Writing Standards 10.W.

9-10.RI.10.

STANDARD

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
SUPPORTING SKILLS	9- 10.W.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
SUPPORTING SKILLS	9- 10.W.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
SUPPORTING SKILLS	9- 10.W.1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
SUPPORTING SKILLS	9- 10.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.

GOAL/STRAND SD.9- Writing Standards 10.W.

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

SUPPORTING SKILLS	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SUPPORTING SKILLS	9- 10.W.2.e.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. 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 grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.9- Language 10.L.

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9- 10.L.2.b.	Use a colon to introduce a list or quotation.
SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	9-10.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. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
GOAL/STRAND	SD.9- 10.L.	Language
GOAL/STRAND INDICATOR/BE		Language Vocabulary Acquisition and Use
INDICATOR/BE		
INDICATOR/BE NCHMARK	10.L.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
INDICATOR/BE NCHMARK STANDARD SUPPORTING	9- 10.L.4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
INDICATOR/BE NCHMARK STANDARD SUPPORTING SKILLS SUPPORTING	9- 10.L.4. 9- 10.L.4.a.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
INDICATOR/BE NCHMARK STANDARD SUPPORTING SKILLS SUPPORTING SKILLS	9- 10.L.4. 9- 10.L.4.a. 9- 10.L.4.d.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 207-219

South Dakota Content Standards Language Arts

Grade 9 - 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

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

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

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

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

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

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

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

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

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

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

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

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

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

GOAL/STRAND	SD.9-	Reading	Standards	for	Literature
	10.RL.				

INDICATOR/BE		Range of Reading and Level of Text Complexity
STANDARD	9- 10.RL.10	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9- 10.RL.10. a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9- 10.RL.10. b.	Self-select texts for personal enjoyment, interest and academic tasks.

$\begin{array}{ccc} \text{GOAL/STRAND} & \text{SD.9-} & \text{Reading Standards for Informational Text} \\ & \text{10.RI.} \end{array}$

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	9-10.RI.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9-10.Rl.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.
STANDARD	9-10.RI.3.	Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.

GOAL/STRAND SD.9- Reading Standards for Informational Text 10.RI.

INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including
SUPPORTING SKILLS	9- 10.Rl.4.a.	Figurative, connotative, and technical meanings.
SUPPORTING SKILLS	9- 10.Rl.4.b.	Analyze the cumulative impact of specific word choices on meaning and tone.(e.g., how the language of a court opinion differs from that of a newspaper).

GOAL/STRAND SD.9- Reading Standards for Informational Text 10.RI.

INDICATOR/BE NCHMARK	Range of Reading and Level of Text Complexity
STANDARD	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.

SUPPORTING	9-	Read and comprehend with proficiency at grade level.
SKILLS	10.RI.10.a.	

SUPPORTING SKILLS	9- 10.Rl.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SUPPORTING SKILLS	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SUPPORTING SKILLS	9- 10.W.2.e.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. 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 grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9- 10.W.	Writing Standards

INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9- 10.L.2.b.	Use a colon to introduce a list or quotation.
SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	9-10.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. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

GOAL/STRAND	SD.9-	Language
	10.L.	

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 9: FORMAL CRITIQUE Week 20 Page 221-236

South Dakota Content Standards Language Arts

Grade 9 - Adopted: 2018

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

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

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

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

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

.R.

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

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

.R.

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

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

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

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

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

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

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

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

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

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

.SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.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.

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

INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	9- 10.RL.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9- 10.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis.
STANDARD	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STANDARD	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
STANDARD	9- 10.RL.6.	Analyze how point of view and/or author purpose shapes the content and style of culturally diverse texts, including those from outside the United States.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes

STANDARD	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SUPPORTING SKILLS	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.3.	Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
SUPPORTING SKILLS	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
SUPPORTING SKILLS	9- 10.W.3.b.	Use narrative or literary techniques, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
SUPPORTING SKILLS	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
SUPPORTING SKILLS	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters.
SUPPORTING SKILLS	9- 10.W.3.e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. 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 grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	9- 10.W.9.	Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	9- 10.W.9.a.	Apply grades 9–10 Reading standards for literature to writing.
SUPPORTING SKILLS	9- 10.W.9.b.	Apply grades 9–10 Reading standards for literary fiction and nonfiction to writing
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	9-10.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. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.

GOAL/STRAND SD.9-10.L.

Language

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

GOAL/STRAND SD.9-

10.L.

Language

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards Language Arts

Grade 9 - Adopted: 2018

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

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

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

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

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

INDICATOR/B Integration of Knowledge and Ideas ENCHMARK

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

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

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

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

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK	Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B 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.9- 10.RL.	Reading Standards for Literature
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	9- 10.RL.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9- 10.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis.
STANDARD	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

STANDARD	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
STANDARD	9- 10.RL.6.	Analyze how point of view and/or author purpose shapes the content and style of culturally diverse texts, including those from outside the United States.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SUPPORTING SKILLS	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.3.	Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
SUPPORTING SKILLS	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
SUPPORTING SKILLS	9- 10.W.3.b.	Use narrative or literary techniques, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
SUPPORTING SKILLS	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
SUPPORTING SKILLS	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters.
SUPPORTING SKILLS	9- 10.W.3.e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. 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 grades 9–10.)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STANDARD

9-

10.W.6.

GOAL/STRAND	SD.9-	Writing Standards
	10.W.	

SUPPORTING 9- Spell correctly

10.L.2.c.

SKILLS

	10.W.	
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	9- 10.W.9.	Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	9- 10.W.9.a.	Apply grades 9–10 Reading standards for literature to writing.
SUPPORTING SKILLS	9- 10.W.9.b.	Apply grades 9–10 Reading standards for literary fiction and nonfiction to writing
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.

GOAL/STRAND SD.9- Language 10.L.

INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	9-10.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. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.

GOAL/STRAND SD.9- Language 10.L.

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

GOAL/STRAND SD.9- Language 10.L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.