Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-18

South Dakota Content Standards
Language Arts
Grade **7** - Adopted: **2018**

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

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

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

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

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

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
.W.

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

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

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

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

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

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening
.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.7.RI.	Reading Standards for Informational Text
INDICATOR/B ENCHMARK		**Key Ideas and Details**
STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL/STRAND	SD.7.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		**Key Ideas and Details**
STANDARD	**7.RI.2.**	**Determine two or more central ideas in a text.**
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.
SUPPORTING SKILLS	7.RI.2.b.	Provide an objective summary of the text.

GOAL/STRAND	SD.7.RI.	Reading Standards for Informational Text
INDICATOR/B ENCHMARK		**Key Ideas and Details**
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

GOAL/STRAND SD.7.RI. Reading Standards for Informational Text

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.
STANDARD	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

GOAL/STRAND SD.7.RI. Reading Standards for Informational Text

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	**7.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RI.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.7.W. Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND SD.7.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

GOAL/STRAND SD.7.W. Writing Standards

INDICATOR/BENCHMARK		Range of Writing

STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   **SD.7.SL.**   **Speaking and Listening Standards**

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
SUPPORTING SKILLS	7.SL.1.e.	Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.

GOAL/STRAND   **SD.7.SL.**   **Speaking and Listening Standards**

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

GOAL/STRAND   **SD.7.SL.**   **Speaking and Listening Standards**

INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD	7.SL.6.	Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others and demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

GOAL/STRAND   **SD.7.L.**   **Language**

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 2: WRITING FROM NOTES Week 2 Page 19-32

South Dakota Content Standards
Language Arts
Grade **7** - Adopted: **2018**

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

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

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

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

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

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

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

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

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

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCRA.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/BENCHMARK		Range of Writing
STANDARD	SD.CCRA.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/BENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCRA.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.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SD.CCRA.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.CCRA.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/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCRA.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	SD.CCRA.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/BENCHMARK		Knowledge of Language
STANDARD	SD.CCRA.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/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCRA.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.CCRA.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.7.RI.	Reading Standards for Informational Text

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL/STRAND	SD.7.RI.	Reading Standards for Informational Text

INDICATOR/BENCHMARK		Key Ideas and Details

STANDARD	7.RI.2.	Determine two or more central ideas in a text.
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.
SUPPORTING SKILLS	7.RI.2.b.	Provide an objective summary of the text.

GOAL/STRAND   SD.7.RI.   Reading Standards for Informational Text

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

GOAL/STRAND   SD.7.RI.   Reading Standards for Informational Text

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.
STANDARD	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

GOAL/STRAND   SD.7.RI.   Reading Standards for Informational Text

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	7.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RI.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.

GOAL/STRAND **SD.7.W.** **Writing Standards**

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	**7.W.9.**	**Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	7.W.9.b.	Apply grade 7 Reading standards for informational texts to writing

GOAL/STRAND **SD.7.W.** **Writing Standards**

INDICATOR/BENCHMARK		Range of Writing
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND **SD.7.SL.** **Speaking and Listening Standards**

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
SUPPORTING SKILLS	7.SL.1.e.	Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.

GOAL/STRAND   SD.7.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

GOAL/STRAND   SD.7.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD	7.SL.6.	Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others and demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
SUPPORTING SKILLS	7.L.1.c.	Place phrases and clauses within a sentence.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**7.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	7.L.2.b.	Spell correctly; consult references as needed.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use

STANDARD	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND SD.7.L.   Language

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 33-44

South Dakota Content Standards
Language Arts
Grade **7** - Adopted: **2018**

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

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

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

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

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

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

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Range of Writing
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.

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

INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	SD.CCRA.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.CCRA.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/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	SD.CCRA.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/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.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/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.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.CCRA.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.7.RL.** **Reading Standards for Literature**

INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RL.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL/STRAND **SD.7.RL.** **Reading Standards for Literature**

INDICATOR/BENCHMARK		**Key Ideas and Details**

STANDARD	7.RL.2.	Determine a theme or central idea(s) of a text.
SUPPORTING SKILLS	7.RL.2.a.	Analyze its development over the course of the text.
SUPPORTING SKILLS	7.RL.2.b.	Provide an objective summary of the text.

GOAL/STRAND   SD.7.RL.   Reading Standards for Literature

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RL.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

GOAL/STRAND   SD.7.RL.   Reading Standards for Literature

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	7.RL.4.	Determine the meaning of words and phrases as they are used in a text, including how figurative and connotative meanings affect tone; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
STANDARD	7.RL.5.	Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning.
STANDARD	7.RL.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

GOAL/STRAND   SD.7.RL.   Reading Standards for Literature

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	7.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	7.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
SUPPORTING SKILLS	7.RL.10.c.	Read widely to understand multiple perspectives and diverse viewpoints.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	7.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	7.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

SUPPORTING SKILLS	7.W.3.b.	Use narrative and literary techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.7.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
SUPPORTING SKILLS	7.SL.1.e.	Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.

GOAL/STRAND   SD.7.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

GOAL/STRAND   SD.7.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD	7.SL.6.	Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others and demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
SUPPORTING SKILLS	7.L.1.c.	Place phrases and clauses within a sentence.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**7.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	7.L.2.b.	Spell correctly; consult references as needed.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**

SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	7.L.4.c.	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

GOAL/STRAND	SD.7.L.	Language

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 45-52

South Dakota Content Standards
Language Arts
Grade **7** - Adopted: **2018**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCRA.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/BENCHMARK		Knowledge of Language
STANDARD	SD.CCRA.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/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCRA.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.CCRA.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.7.RL.	Reading Standards for Literature

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RL.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL/STRAND	SD.7.RL.	Reading Standards for Literature

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RL.2.	Determine a theme or central idea(s) of a text.
SUPPORTING SKILLS	7.RL.2.a.	Analyze its development over the course of the text.
SUPPORTING SKILLS	7.RL.2.b.	Provide an objective summary of the text.

GOAL/STRAND	SD.7.RL.	Reading Standards for Literature

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RL.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

GOAL/STRAND   SD.7.RL.   Reading Standards for Literature

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	7.RL.4.	Determine the meaning of words and phrases as they are used in a text, including how figurative and connotative meanings affect tone; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
STANDARD	7.RL.5.	Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning.
STANDARD	7.RL.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

GOAL/STRAND   SD.7.RL.   Reading Standards for Literature

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	7.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	7.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
SUPPORTING SKILLS	7.RL.10.c.	Read widely to understand multiple perspectives and diverse viewpoints.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	7.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	7.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
SUPPORTING SKILLS	7.W.3.b.	Use narrative and literary techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Range of Writing
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.7.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

GOAL/STRAND   SD.7.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.

SUPPORTING SKILLS	7.L.1.c.	Place phrases and clauses within a sentence.

GOAL/STRAND   **SD.7.L.**   **Language**

INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

SUPPORTING SKILLS	7.L.2.b.	Spell correctly; consult references as needed.

GOAL/STRAND   **SD.7.L.**   **Language**

INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

GOAL/STRAND   **SD.7.L.**   **Language**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**

SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	7.L.4.c.	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

GOAL/STRAND   **SD.7.L.**   **Language**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 53-60

South Dakota Content Standards
Language Arts
Grade **7** - Adopted: **2018**

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

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

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

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

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

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

INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.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/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.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/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.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.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	SD.CCRA.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.CCRA.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/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	SD.CCRA.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/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.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/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCRA.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.CCRA.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.7.RI.	Reading Standards for Informational Text

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL/STRAND	SD.7.RI.	Reading Standards for Informational Text

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RI.2.	Determine two or more central ideas in a text.
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.
SUPPORTING SKILLS	7.RI.2.b.	Provide an objective summary of the text.

GOAL/STRAND	SD.7.RI.	Reading Standards for Informational Text

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

GOAL/STRAND	SD.7.RI.	Reading Standards for Informational Text

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.
STANDARD	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

GOAL/STRAND	SD.7.RI.	Reading Standards for Informational Text

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity

STANDARD	7.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RI.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Range of Writing
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.7.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
SUPPORTING SKILLS	7.SL.1.e.	Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.

GOAL/STRAND   SD.7.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

GOAL/STRAND   SD.7.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	7.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD	7.SL.6.	Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others and demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
SUPPORTING SKILLS	7.L.1.c.	Place phrases and clauses within a sentence.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**7.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

SUPPORTING SKILLS	7.L.2.b.	Spell correctly; consult references as needed.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	7.L.4.b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards
Language Arts
Grade **7** - Adopted: **2018**

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

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

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

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

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

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
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/BENCHMARK		Range of Writing
STANDARD	SD.CCRA.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/BENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCRA.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.CCRA.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/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCRA.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/BENCHMARK		Knowledge of Language
STANDARD	SD.CCRA.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/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCRA.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.CCRA.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.7.RI. **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL/STRAND SD.7.RI. **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RI.2.	Determine two or more central ideas in a text.
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.
SUPPORTING SKILLS	7.RI.2.b.	Provide an objective summary of the text.

GOAL/STRAND	SD.7.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

GOAL/STRAND	SD.7.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.
STANDARD	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

GOAL/STRAND	SD.7.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	7.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RI.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.7.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Range of Writing
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.7.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

GOAL/STRAND   SD.7.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Conventions of Standard English

STANDARD	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
SUPPORTING SKILLS	7.L.1.c.	Place phrases and clauses within a sentence.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	7.L.2.b.	Spell correctly; consult references as needed.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards
Language Arts
Grade **7** - Adopted: **2018**

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

INDICATOR/BENCHMARK		Key Ideas and Details

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GOAL/STRAND   SD.7.RI.   Reading Standards for Informational Text

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL/STRAND   SD.7.RI.   Reading Standards for Informational Text

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RI.2.	Determine two or more central ideas in a text.
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.
SUPPORTING SKILLS	7.RI.2.b.	Provide an objective summary of the text.

GOAL/STRAND   SD.7.RI.   Reading Standards for Informational Text

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

GOAL/STRAND   SD.7.RI.   Reading Standards for Informational Text

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.
STANDARD	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

GOAL/STRAND   SD.7.RI.   Reading Standards for Informational Text

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	7.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RI.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.

INDICATOR/BE NCHMARK		**Text Types and Purposes**
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND SD.7.W. **Writing Standards**

INDICATOR/B ENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.

GOAL/STRAND SD.7.W. **Writing Standards**

INDICATOR/B ENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.7.SL. **Speaking and Listening Standards**

INDICATOR/BE NCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

| SUPPORTING SKILLS | 7.SL.1.d. | Acknowledge new information expressed by others and, when warranted, modify their own views. |

GOAL/STRAND **SD.7.SL.** **Speaking and Listening Standards**

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
SUPPORTING SKILLS	7.L.1.c.	Place phrases and clauses within a sentence.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**7.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	7.L.2.b.	Spell correctly; consult references as needed.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use

| STANDARD | 7.L.6. | Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

South Dakota Content Standards
Language Arts
Grade **7** - Adopted: **2018**

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

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

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

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

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

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

INDICATOR/B ENCHMARK		**Range of Writing**

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

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

INDICATOR/B ENCHMARK		**Comprehension and Collaboration**

STANDARD	SD.CCR A.SL.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.7.RI.**	**Reading Standards for Informational Text**

INDICATOR/B ENCHMARK		**Key Ideas and Details**

STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL/STRAND	SD.7.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**7.RI.2.**	**Determine two or more central ideas in a text.**
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.

GOAL/STRAND	SD.7.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

GOAL/STRAND	SD.7.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.
STANDARD	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

GOAL/STRAND	SD.7.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RI.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.7.W.	Writing Standards
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/B ENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/B ENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.7.SL.   Speaking and Listening Standards

INDICATOR/B ENCHMARK		**Comprehension and Collaboration**
STANDARD	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BE NCHMARK		**Conventions of Standard English**
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
SUPPORTING SKILLS	7.L.1.c.	Place phrases and clauses within a sentence.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BE NCHMARK		**Conventions of Standard English**
STANDARD	**7.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

SUPPORTING SKILLS	7.L.2.b.	Spell correctly; consult references as needed.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards
Language Arts
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GOAL/STRAND **SD.CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.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/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	SD.CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK		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/BENCHMARK		Knowledge of Language
STANDARD	SD.CCRA.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/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCRA.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.CCRA.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.7.RI. Reading Standards for Informational Text

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL/STRAND SD.7.RI. Reading Standards for Informational Text

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	**7.RI.2.**	**Determine two or more central ideas in a text.**
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.

GOAL/STRAND SD.7.RI. Reading Standards for Informational Text

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

GOAL/STRAND SD.7.RI. Reading Standards for Informational Text

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.
STANDARD	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

GOAL/STRAND SD.7.RI. Reading Standards for Informational Text

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity

STANDARD	7.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RI.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Range of Writing
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.7.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration

STANDARD	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

GOAL/STRAND SD.7.L.   Language

INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
SUPPORTING SKILLS	7.L.1.c.	Place phrases and clauses within a sentence.

GOAL/STRAND SD.7.L.   Language

INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	7.L.2.b.	Spell correctly; consult references as needed.

GOAL/STRAND SD.7.L.   Language

INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

GOAL/STRAND SD.7.L.   Language

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND SD.7.L.   Language

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/B ENCHMARK		**Craft and Structure**
STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCR A.R.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.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCRA.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCRA.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/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.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/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.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.CCRA.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/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.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/BENCHMARK		**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/BENCHMARK		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.7.RI.**   **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL/STRAND   **SD.7.RI.**   **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	**7.RI.2.**	**Determine two or more central ideas in a text.**
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.
SUPPORTING SKILLS	7.RI.2.b.	Provide an objective summary of the text.

GOAL/STRAND   **SD.7.RI.**   **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

GOAL/STRAND   **SD.7.RI.**   **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.
STANDARD	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

GOAL/STRAND   **SD.7.RI.**   **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	7.RI.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

GOAL/STRAND   SD.7.RI.   Reading Standards for Informational Text

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	**7.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RI.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

GOAL/STRAND SD.7.W. Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.

GOAL/STRAND SD.7.W. Writing Standards

INDICATOR/BENCHMARK		Range of Writing
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.7.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

GOAL/STRAND SD.7.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

GOAL/STRAND SD.7.L. Language

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

SUPPORTING SKILLS	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.

SUPPORTING SKILLS	7.L.1.c.	Place phrases and clauses within a sentence.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	7.L.2.b.	Spell correctly; consult references as needed.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards
Language Arts
Grade **7** - Adopted: **2018**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use

STANDARD	SD.CCRA.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.CCRA.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.7.RI.** **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL/STRAND **SD.7.RI.** **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	**7.RI.2.**	**Determine two or more central ideas in a text.**
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.
SUPPORTING SKILLS	7.RI.2.b.	Provide an objective summary of the text.

GOAL/STRAND **SD.7.RI.** **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

GOAL/STRAND **SD.7.RI.** **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.
STANDARD	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

GOAL/STRAND **SD.7.RI.** **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	7.RI.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

GOAL/STRAND **SD.7.RI.** **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	7.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RI.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	7.W.8.	Gather relevant information from multiple print and digital sources.

SUPPORTING SKILLS	7.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.

SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.7.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

GOAL/STRAND   SD.7.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
SUPPORTING SKILLS	7.L.1.c.	Place phrases and clauses within a sentence.

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	7.L.2.b.	Spell correctly; consult references as needed.

GOAL/STRAND SD.7.L. Language

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

GOAL/STRAND SD.7.L. Language

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND SD.7.L. Language

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards
Language Arts
Grade **7** - Adopted: **2018**

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

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

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

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

GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge

STANDARD	SD.CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCRA.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.CCRA.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/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.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/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.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/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.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/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.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/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.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.CCRA.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.7.RI.	Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL/STRAND SD.7.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	**7.RI.2.**	**Determine two or more central ideas in a text.**
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.
SUPPORTING SKILLS	7.RI.2.b.	Provide an objective summary of the text.

GOAL/STRAND SD.7.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

GOAL/STRAND SD.7.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.
STANDARD	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

GOAL/STRAND SD.7.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
STANDARD	7.RI.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

GOAL/STRAND SD.7.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	**7.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.

SUPPORTING SKILLS	7.RI.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.7.W. Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND SD.7.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.

GOAL/STRAND SD.7.W. Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

GOAL/STRAND SD.7.W. Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.a.	Use search terms effectively.
SUPPORTING SKILLS	7.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.

GOAL/STRAND	SD.7.W.	Writing Standards

INDICATOR/BENCHMARK		Range of Writing
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.7.SL.	Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

GOAL/STRAND	SD.7.L.	Language

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
SUPPORTING SKILLS	7.L.1.c.	Place phrases and clauses within a sentence.

GOAL/STRAND	SD.7.L.	Language

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	7.L.2.b.	Spell correctly; consult references as needed.

GOAL/STRAND	SD.7.L.	Language

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

GOAL/STRAND	SD.7.L.	Language

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/B ENCHMARK		**Vocabulary Acquisition and Use**

STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

INDICATOR/B ENCHMARK		**Research to Build and Present Knowledge**

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

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

INDICATOR/BENCHMARK		Range of Writing
STANDARD	SD.CCRA.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/BENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCRA.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/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCRA.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/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCRA.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.7.W.	Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

GOAL/STRAND	SD.7.W.	Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.

GOAL/STRAND	SD.7.W.	Writing Standards

INDICATOR/BENCHMARK		Range of Writing
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.7.SL.	Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

GOAL/STRAND	SD.7.SL.	Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

GOAL/STRAND	SD.7.L.	Language

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
SUPPORTING SKILLS	7.L.1.c.	Place phrases and clauses within a sentence.

GOAL/STRAND	SD.7.L.	Language

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	7.L.2.b.	Spell correctly; consult references as needed.

GOAL/STRAND SD.7.L.   Language

INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

GOAL/STRAND SD.7.L.   Language

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge

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

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

INDICATOR/B ENCHMARK		Range of Writing

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

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

INDICATOR/B ENCHMARK		Comprehension and Collaboration

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

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

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.7.W.	Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.

SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.

GOAL/STRAND	**SD.7.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	**SD.7.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

GOAL/STRAND	**SD.7.L.**	**Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
SUPPORTING SKILLS	7.L.1.c.	Place phrases and clauses within a sentence.

SD.7.L. **Language**

INDICATOR/BE NCHMARK		**Conventions of Standard English**
STANDARD	**7.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	7.L.2.b.	Spell correctly; consult references as needed.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BE NCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/B ENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GOAL/STRAND	SD.CCRA .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.7.RL.**   **Reading Standards for Literature**

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	7.RL.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL/STRAND   **SD.7.RL.**   **Reading Standards for Literature**

INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	7.RL.2.	Determine a theme or central idea(s) of a text.
SUPPORTING SKILLS	7.RL.2.a.	Analyze its development over the course of the text.
SUPPORTING SKILLS	7.RL.2.b.	Provide an objective summary of the text.

GOAL/STRAND   **SD.7.RL.**   **Reading Standards for Literature**

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	7.RL.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

GOAL/STRAND   **SD.7.RL.**   **Reading Standards for Literature**

INDICATOR/B ENCHMARK		Craft and Structure

STANDARD	7.RL.4.	Determine the meaning of words and phrases as they are used in a text, including how figurative and connotative meanings affect tone; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
STANDARD	7.RL.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

GOAL/STRAND   SD.7.RL.   Reading Standards for Literature

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	7.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	7.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
SUPPORTING SKILLS	7.RL.10.c.	Read widely to understand multiple perspectives and diverse viewpoints.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	7.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	7.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
SUPPORTING SKILLS	7.W.3.b.	Use narrative and literary techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Range of Writing
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.7.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
SUPPORTING SKILLS	7.L.1.c.	Place phrases and clauses within a sentence.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**7.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	7.L.2.b.	Spell correctly; consult references as needed.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**

SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.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/BENCHMARK		**Craft and Structure**
STANDARD	SD.CCRA.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.CCRA.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/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	SD.CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD	SD.CCRA.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/BENCHMARK		**Range of Reading and Level of Text Complexity**

| STANDARD | SD.CCRA.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/BENCHMARK** | | **Text Types and Purposes** |

| STANDARD | SD.CCRA.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/BENCHMARK** | | **Production and Distribution of Writing** |

| STANDARD | SD.CCRA.W.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

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

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

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

| **INDICATOR/BENCHMARK** | | **Research to Build and Present Knowledge** |

| STANDARD | SD.CCRA.W.7. | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

| STANDARD | SD.CCRA.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.CCRA.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/BENCHMARK** | | **Range of Writing** |

| STANDARD | SD.CCRA.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/BENCHMARK** | | **Comprehension and Collaboration** |

STANDARD	SD.CCRA.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.CCRA.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/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCRA.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/BENCHMARK		Knowledge of Language
STANDARD	SD.CCRA.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/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCRA.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.CCRA.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.7.RI. Reading Standards for Informational Text

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL/STRAND SD.7.RI. Reading Standards for Informational Text

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RI.2.	Determine two or more central ideas in a text.
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.
SUPPORTING SKILLS	7.RI.2.b.	Provide an objective summary of the text.

GOAL/STRAND	SD.7.RI.	Reading Standards for Informational Text

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

GOAL/STRAND	SD.7.RI.	Reading Standards for Informational Text

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.
STANDARD	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

GOAL/STRAND	SD.7.RI.	Reading Standards for Informational Text

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	7.RI.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

GOAL/STRAND	SD.7.RI.	Reading Standards for Informational Text

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	7.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RI.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.7.W.	Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND	SD.7.W.	Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing

STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.7.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**7.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

GOAL/STRAND	SD.7.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

GOAL/STRAND	SD.7.L.	Language
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
SUPPORTING SKILLS	7.L.1.c.	Place phrases and clauses within a sentence.

GOAL/STRAND	SD.7.L.	Language
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	7.L.2.b.	Spell correctly; consult references as needed.

GOAL/STRAND	SD.7.L.	Language
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

GOAL/STRAND	SD.7.L.	Language
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND	SD.7.L.	Language

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards
Language Arts
Grade **7** - Adopted: **2018**

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

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.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/BENCHMARK		Craft and Structure
STANDARD	SD.CCRA.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.CCRA.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/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	SD.CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD	SD.CCRA.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/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCRA.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/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.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/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCRA.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCRA.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.CCRA.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/BENCHMARK		Range of Writing
STANDARD	SD.CCRA.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/BENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCRA.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/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCRA.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/BENCHMARK		Knowledge of Language
STANDARD	SD.CCRA.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/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCRA.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.CCRA.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.7.RL.**   **Reading Standards for Literature**

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	7.RL.4.	Determine the meaning of words and phrases as they are used in a text, including how figurative and connotative meanings affect tone; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

GOAL/STRAND   **SD.7.RI.**   **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL/STRAND   **SD.7.RI.**   **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	**7.RI.2.**	**Determine two or more central ideas in a text.**
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.
SUPPORTING SKILLS	7.RI.2.b.	Provide an objective summary of the text.

GOAL/STRAND   **SD.7.RI.**   **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

GOAL/STRAND SD.7.RI. Reading Standards for Informational Text

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.
STANDARD	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

GOAL/STRAND SD.7.RI. Reading Standards for Informational Text

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	7.RI.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

GOAL/STRAND SD.7.RI. Reading Standards for Informational Text

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	**7.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RI.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.7.W. Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUPPORTING SKILLS	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

GOAL/STRAND SD.7.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.

GOAL/STRAND SD.7.W. Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

GOAL/STRAND SD.7.W. Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	**7.W.8.**	**Gather relevant information from multiple print and digital sources.**
SUPPORTING SKILLS	7.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.

GOAL/STRAND SD.7.W. Writing Standards

INDICATOR/BENCHMARK		Range of Writing
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.7.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
SUPPORTING SKILLS	7.L.1.c.	Place phrases and clauses within a sentence.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	7.L.2.b.	Spell correctly; consult references as needed.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	7.L.4.c.	Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
SUPPORTING SKILLS	7.L.5.b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards
Language Arts
Grade **7** - Adopted: **2018**

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

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

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

INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCR A.R.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/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.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.CCRA.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/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCRA.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCRA.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/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.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/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.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/BENCHMARK		**Conventions of Standard English**

STANDARD	SD.CCRA.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/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.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/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.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.CCRA.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.7.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL/STRAND	SD.7.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	**7.RI.2.**	**Determine two or more central ideas in a text.**
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.
SUPPORTING SKILLS	7.RI.2.b.	Provide an objective summary of the text.

GOAL/STRAND	SD.7.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

GOAL/STRAND	SD.7.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		**Craft and Structure**

STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.
STANDARD	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

GOAL/STRAND **SD.7.RI.** **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	7.RI.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

GOAL/STRAND **SD.7.RI.** **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**7.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RI.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND **SD.7.W.** **Writing Standards**

INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.1.**	**Write arguments to support claims with clear reasons and relevant evidence.**
SUPPORTING SKILLS	7.W.1.a.	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
SUPPORTING SKILLS	7.W.1.b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
SUPPORTING SKILLS	7.W.1.c.	Use transitional words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
SUPPORTING SKILLS	7.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.

GOAL/STRAND **SD.7.W.** **Writing Standards**

INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

GOAL/STRAND	SD.7.W.	Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.

GOAL/STRAND	SD.7.W.	Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

GOAL/STRAND	SD.7.W.	Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	7.W.8.	Gather relevant information from multiple print and digital sources.
SUPPORTING SKILLS	7.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism.
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.

GOAL/STRAND	SD.7.W.	Writing Standards

INDICATOR/BENCHMARK		Range of Writing
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.7.SL.	Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

GOAL/STRAND	SD.7.L.	Language

INDICATOR/BENCHMARK		Conventions of Standard English

STANDARD	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
SUPPORTING SKILLS	7.L.1.c.	Place phrases and clauses within a sentence.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	7.L.2.b.	Spell correctly; consult references as needed.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards
Language Arts
Grade **7** - Adopted: **2018**

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

INDICATOR/BENCHMARK		Key Ideas and Details

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

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

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

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

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

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

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

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

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

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

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

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

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

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCRA.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.CCRA.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/BENCHMARK		Range of Writing
STANDARD	SD.CCRA.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/BENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCRA.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/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCRA.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/BENCHMARK		Knowledge of Language
STANDARD	SD.CCRA.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/BENCHMARK		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.7.RL.   Reading Standards for Literature

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	7.RL.4.	Determine the meaning of words and phrases as they are used in a text, including how figurative and connotative meanings affect tone; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

GOAL/STRAND   SD.7.RI.   Reading Standards for Informational Text

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL/STRAND   SD.7.RI.   Reading Standards for Informational Text

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	**7.RI.2.**	**Determine two or more central ideas in a text.**
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.
SUPPORTING SKILLS	7.RI.2.b.	Provide an objective summary of the text.

GOAL/STRAND   SD.7.RI.   Reading Standards for Informational Text

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

GOAL/STRAND   SD.7.RI.   Reading Standards for Informational Text

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.
STANDARD	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

GOAL/STRAND   SD.7.RI.   Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	7.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RI.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Range of Writing
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.7.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
SUPPORTING SKILLS	7.L.1.c.	Place phrases and clauses within a sentence.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**7.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	7.L.2.b.	Spell correctly; consult references as needed.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**

SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND SD.7.L. Language

INDICATOR/B ENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards
Language Arts
Grade **7** - Adopted: **2018**

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

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

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

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

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

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

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

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

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

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCRA.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/BENCHMARK		Knowledge of Language
STANDARD	SD.CCRA.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/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCRA.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.CCRA.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.7.RL.	Reading Standards for Literature

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	7.RL.4.	Determine the meaning of words and phrases as they are used in a text, including how figurative and connotative meanings affect tone; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

GOAL/STRAND	SD.7.RI.	Reading Standards for Informational Text

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL/STRAND	SD.7.RI.	Reading Standards for Informational Text

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RI.2.	Determine two or more central ideas in a text.
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.
SUPPORTING SKILLS	7.RI.2.b.	Provide an objective summary of the text.

GOAL/STRAND	SD.7.RI.	Reading Standards for Informational Text

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

GOAL/STRAND SD.7.RI. Reading Standards for Informational Text

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.
STANDARD	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

GOAL/STRAND SD.7.RI. Reading Standards for Informational Text

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	**7.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RI.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.7.W. Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

GOAL/STRAND SD.7.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing

STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.

GOAL/STRAND SD.7.W. Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

GOAL/STRAND SD.7.W. Writing Standards

INDICATOR/BENCHMARK		Range of Writing
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.7.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

GOAL/STRAND SD.7.L. Language

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
SUPPORTING SKILLS	7.L.1.c.	Place phrases and clauses within a sentence.

GOAL/STRAND SD.7.L. Language

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**7.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

SUPPORTING SKILLS	7.L.2.b.	Spell correctly; consult references as needed.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards
Language Arts
Grade **7** - Adopted: **2018**

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

INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.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/BENCHMARK		**Craft and Structure**
STANDARD	SD.CCRA.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/BENCHMARK | | Integration of Knowledge and Ideas |

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

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

| INDICATOR/BENCHMARK | | 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/BENCHMARK | | 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/BENCHMARK | | Production and Distribution of Writing |

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

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

| INDICATOR/BENCHMARK | | 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.7.RL.	**Reading Standards for Literature**
INDICATOR/B ENCHMARK		**Craft and Structure**
STANDARD	7.RL.4.	Determine the meaning of words and phrases as they are used in a text, including how figurative and connotative meanings affect tone; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

GOAL/STRAND   SD.7.RI.   Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	7.RI.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL/STRAND   SD.7.RI.   Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	**7.RI.2.**	**Determine two or more central ideas in a text.**
SUPPORTING SKILLS	7.RI.2.a.	Analyze their development over the course of the text.
SUPPORTING SKILLS	7.RI.2.b.	Provide an objective summary of the text.

GOAL/STRAND   SD.7.RI.   Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

GOAL/STRAND   SD.7.RI.   Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.
STANDARD	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

GOAL/STRAND   SD.7.RI.   Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	**7.RI.10.**	**By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RI.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RI.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes

STANDARD	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

GOAL/STRAND	SD.7.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.

GOAL/STRAND	SD.7.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

GOAL/STRAND	SD.7.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.7.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
SUPPORTING SKILLS	7.L.1.c.	Place phrases and clauses within a sentence.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	7.L.2.b.	Spell correctly; consult references as needed.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards
Language Arts
Grade **7** - Adopted: **2018**

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

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.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/BENCHMARK		Craft and Structure
STANDARD	SD.CCRA.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.CCRA.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.CCRA.R.6.	Assess how point of view or purpose shapes the content and style of a text.

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

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

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

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCRA.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/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.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.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

INDICATOR/BENCHMARK		Production and Distribution of Writing

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

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

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

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

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

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

GOAL/STRAND	SD.CCRA .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.7.RL. Reading Standards for Literature

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	7.RL.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL/STRAND SD.7.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	7.RL.2.	Determine a theme or central idea(s) of a text.
SUPPORTING SKILLS	7.RL.2.a.	Analyze its development over the course of the text.
SUPPORTING SKILLS	7.RL.2.b.	Provide an objective summary of the text.

GOAL/STRAND SD.7.RL. Reading Standards for Literature

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	7.RL.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

GOAL/STRAND SD.7.RL. Reading Standards for Literature

INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	7.RL.4.	Determine the meaning of words and phrases as they are used in a text, including how figurative and connotative meanings affect tone; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
STANDARD	7.RL.5.	Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning.
STANDARD	7.RL.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

GOAL/STRAND SD.7.RL. Reading Standards for Literature

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity

STANDARD	7.RL.10.	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
SUPPORTING SKILLS	7.RL.10.c.	Read widely to understand multiple perspectives and diverse viewpoints.

GOAL/STRAND **SD.7.W.** **Writing Standards**

INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

GOAL/STRAND **SD.7.W.** **Writing Standards**

INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
SUPPORTING SKILLS	7.W.3.b.	Use narrative and literary techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.

GOAL/STRAND **SD.7.W.** **Writing Standards**

INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	7.W.8.	Gather relevant information from multiple print and digital sources.
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	7.W.9.	Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	7.W.9.a.	Apply grade 7 Reading standards for literature to writing

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Range of Writing
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.7.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	7.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	7.SL.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	7.SL.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SUPPORTING SKILLS	7.SL.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

INDICATOR/B ENCHMARK		**Comprehension and Collaboration**
STANDARD	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BE NCHMARK		**Conventions of Standard English**
STANDARD	**7.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
SUPPORTING SKILLS	7.L.1.c.	Place phrases and clauses within a sentence.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BE NCHMARK		**Conventions of Standard English**
STANDARD	**7.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	7.L.2.b.	Spell correctly; consult references as needed.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BE NCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/BE NCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND **SD.7.L.** **Language**

INDICATOR/B ENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards
Language Arts
Grade **7** - 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.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.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.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/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.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/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.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/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.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/BENCHMARK		**Knowledge of Language**

STANDARD	SD.CCRA.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/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCRA.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.CCRA.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.7.RL.** Reading Standards for Literature

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RL.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GOAL/STRAND **SD.7.RL.** Reading Standards for Literature

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RL.2.	Determine a theme or central idea(s) of a text.
SUPPORTING SKILLS	7.RL.2.a.	Analyze its development over the course of the text.
SUPPORTING SKILLS	7.RL.2.b.	Provide an objective summary of the text.

GOAL/STRAND **SD.7.RL.** Reading Standards for Literature

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	7.RL.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

GOAL/STRAND **SD.7.RL.** Reading Standards for Literature

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	7.RL.4.	Determine the meaning of words and phrases as they are used in a text, including how figurative and connotative meanings affect tone; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
STANDARD	7.RL.5.	Analyze how the overall form or structure of a text (e.g., drama, poetry, narrative, short story) contributes to its meaning.
STANDARD	7.RL.6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	**7.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band independently and proficiently, with guidance and support as needed at the high end of the range.**
SUPPORTING SKILLS	7.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	7.RL.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
SUPPORTING SKILLS	7.RL.10.c.	Read widely to understand multiple perspectives and diverse viewpoints.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	**7.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
SUPPORTING SKILLS	7.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, etc.), graphics (e.g., charts, tables, etc.), and multimedia when useful to aid comprehension.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	7.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	**7.W.3.**	**Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
SUPPORTING SKILLS	7.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
SUPPORTING SKILLS	7.W.3.b.	Use narrative and literary techniques, such as dialogue, pacing, rhythm, and description, to develop experiences, events, and/or characters.
SUPPORTING SKILLS	7.W.3.d.	Use precise words and phrases, relevant descriptive details, and figurative and sensory language to capture the action and convey experiences and events.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing with stamina in a single sitting.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	7.W.8.	Gather relevant information from multiple print and digital sources.
SUPPORTING SKILLS	7.W.8.d.	Follow a standard format for citation.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	7.W.9.	Draw relevant evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	7.W.9.a.	Apply grade 7 Reading standards for literature to writing

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BENCHMARK		Range of Writing
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.7.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS	7.L.1.a.	Explain the function of phrases and clauses in general and their function in specific sentences.
SUPPORTING SKILLS	7.L.1.c.	Place phrases and clauses within a sentence.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**7.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	7.L.2.b.	Spell correctly; consult references as needed.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**7.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**7.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	7.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards
Language Arts
Grade **7** - Adopted: **2018**

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

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

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

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.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/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

INDICATOR/BENCHMARK		Range of Writing
STANDARD	SD.CCRA.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/BENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCRA.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/BENCHMARK		Knowledge of Language
STANDARD	SD.CCRA.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/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCRA.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.7.RI.	Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	7.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a specific word choice affects meaning and tone.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	7.W.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	7.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	7.W.5.	Develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

GOAL/STRAND   SD.7.W.   Writing Standards

INDICATOR/B ENCHMARK		Range of Writing
STANDARD	7.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.7.SL.   Speaking and Listening Standards

INDICATOR/B ENCHMARK		Comprehension and Collaboration
STANDARD	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

GOAL/STRAND   SD.7.L.   Language

INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	7.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.