

Main Criteria: Structure and Style for Students

Secondary Criteria: South Dakota Content Standards

Subject: Language Arts

Grade: 10

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 1 Page 9-26

South Dakota Content Standards

Language Arts

Grade 10 - Adopted: 2018

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

INDICATOR/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE **INDICATOR/BE** **Text Types and Purposes**
NCHMARK **NCHMARK**

STANDARD SD.CCR Write informative/explanatory texts to examine and convey complex ideas and information clearly
A.W.2. 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/BE **INDICATOR/BE** **Production and Distribution of Writing**
NCHMARK **NCHMARK**

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

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

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

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

INDICATOR/BE **INDICATOR/BE** **Research to Build and Present Knowledge**
NCHMARK **NCHMARK**

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

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

INDICATOR/BE **INDICATOR/BE** **Range of Writing**
NCHMARK **NCHMARK**

STANDARD SD.CCR Write routinely over extended time frames (time for research, reflection, and revision) and shorter
A.W.10. 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/BE **INDICATOR/BE** **Comprehension and Collaboration**
NCHMARK **NCHMARK**

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

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

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

INDICATOR/BE **INDICATOR/BE** **Presentation of Knowledge and Ideas**
NCHMARK **NCHMARK**

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

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

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

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND **SD.9-
10.RI.** **Reading Standards for Informational Text**

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

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

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

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

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

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

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

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.

STANDARD	9-10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	9-10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	9-10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9-10.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	9-10.SL.1.	Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SUPPORTING SKILLS	9-10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SUPPORTING SKILLS	9-10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GOAL/STRAND	SD.9-10.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas

STANDARD	9-10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
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STANDARD	9-10.SL.6.	Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
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GOAL/STRAND **SD.9-10.L.** **Language**

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS	9-10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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GOAL/STRAND **SD.9-10.L.** **Language**

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	9-10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.

SUPPORTING SKILLS	9-10.L.2.c.	Spell correctly
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GOAL/STRAND **SD.9-10.L.** **Language**

INDICATOR/BENCHMARK		Knowledge of Language
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STANDARD	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
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GOAL/STRAND **SD.9-10.L.** **Language**

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

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

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

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South Dakota Content Standards

Language Arts

Grade 10 - Adopted: 2018

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

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

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

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

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

INDICATOR/BE **INDICATOR/BE** **Text Types and Purposes**
NCHMARK **NCHMARK**

STANDARD SD.CCR Write informative/explanatory texts to examine and convey complex ideas and information clearly
A.W.2. 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/BE **INDICATOR/BE** **Production and Distribution of Writing**
NCHMARK **NCHMARK**

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

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

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

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

INDICATOR/BE **INDICATOR/BE** **Research to Build and Present Knowledge**
NCHMARK **NCHMARK**

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

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

INDICATOR/BE **INDICATOR/BE** **Range of Writing**
NCHMARK **NCHMARK**

STANDARD SD.CCR Write routinely over extended time frames (time for research, reflection, and revision) and shorter
A.W.10. 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/BE **INDICATOR/BE** **Comprehension and Collaboration**
NCHMARK **NCHMARK**

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

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

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

INDICATOR/BE **INDICATOR/BE** **Presentation of Knowledge and Ideas**
NCHMARK **NCHMARK**

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

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

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

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND **SD.9-** **Reading Standards for Informational Text**
10.RI.

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

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

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

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

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

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

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

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.

STANDARD	9-10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	9-10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	9-10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9-10.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	9-10.SL.1.	Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SUPPORTING SKILLS	9-10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SUPPORTING SKILLS	9-10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GOAL/STRAND	SD.9-10.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas

STANDARD	9-10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
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STANDARD	9-10.SL.6.	Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
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GOAL/STRAND **SD.9-10.L.** **Language**

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS	9-10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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GOAL/STRAND **SD.9-10.L.** **Language**

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	9-10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.

SUPPORTING SKILLS	9-10.L.2.c.	Spell correctly
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GOAL/STRAND **SD.9-10.L.** **Language**

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS	9-10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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SUPPORTING SKILLS	9-10.L.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
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SUPPORTING SKILLS	9-10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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GOAL/STRAND **SD.9-10.L.** **Language**

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 37-48

South Dakota Content Standards

Language Arts

Grade 10 - Adopted: 2018

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE **Text Types and Purposes**
NCHMARK

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

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

INDICATOR/BE **Production and Distribution of Writing**
NCHMARK

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

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

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

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

INDICATOR/BE **Research to Build and Present Knowledge**
NCHMARK

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

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

INDICATOR/BE **Range of Writing**
NCHMARK

STANDARD SD.CCR Write routinely over extended time frames (time for research, reflection, and revision) and shorter
A.W.10. 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/BE **Comprehension and Collaboration**
NCHMARK

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

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

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

INDICATOR/BE **Presentation of Knowledge and Ideas**
NCHMARK

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

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

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

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND **SD.9-** **Reading Standards for Literature**
10.RL.

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

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

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

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

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

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

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

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

STANDARD	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9-10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

INDICATOR/BENCHMARK **Range of Writing**

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

INDICATOR/BENCHMARK **Comprehension and Collaboration**

STANDARD	9-10.SL.1.	Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SUPPORTING SKILLS	9-10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SUPPORTING SKILLS	9-10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

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

INDICATOR/BENCHMARK **Presentation of Knowledge and Ideas**

STANDARD	9-10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STANDARD	9-10.SL.6.	Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

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

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS 9-10.L.1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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

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

SUPPORTING SKILLS 9-10.L.2.c. Spell correctly

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

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS 9-10.L.4.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

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

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

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 49-56

South Dakota Content Standards

Language Arts

Grade 10 - Adopted: 2018

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

INDICATOR/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		Vocabulary Acquisition and Use

STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	9- 10.RL.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9- 10.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis.
STANDARD	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STANDARD	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	9- 10.RL.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9- 10.RL.10. a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9- 10.RL.10. b.	Self-select texts for personal enjoyment, interest and academic tasks.
SUPPORTING SKILLS	9- 10.RL.10. c.	Read widely to understand multiple perspectives and diverse viewpoints

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

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

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

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9-10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

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

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

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	9-10.SL.1.	Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SUPPORTING SKILLS	9-10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SUPPORTING SKILLS	9-10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9-10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9-10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9-10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	9-10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	9-10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade 10 - Adopted: 2018

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

INDICATOR/BE NCHMARK 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/BE NCHMARK 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/BE NCHMARK 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/BE NCHMARK 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/BE NCHMARK 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/BE **Production and Distribution of Writing**
NCHMARK

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

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

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

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

INDICATOR/BE **Research to Build and Present Knowledge**
NCHMARK

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

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

INDICATOR/BE **Range of Writing**
NCHMARK

STANDARD SD.CCR Write routinely over extended time frames (time for research, reflection, and revision) and shorter
A.W.10. 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/BE **Comprehension and Collaboration**
NCHMARK

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

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

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

INDICATOR/BE **Presentation of Knowledge and Ideas**
NCHMARK

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

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

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

INDICATOR/BE **CONVENTIONS OF STANDARD ENGLISH**
NCHMARK

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

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

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

INDICATOR/BE **KNOWLEDGE OF LANGUAGE**
NCHMARK

STANDARD SD.CCR Apply knowledge of language to understand how language functions in different contexts, to make
A.L.3. 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/BE **VOCABULARY ACQUISITION AND USE**
NCHMARK

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

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

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

INDICATOR/BE **KEY IDEAS AND DETAILS**
NCHMARK

STANDARD 9-10.RI.1. Cite strong, relevant and thorough textual evidence to support analysis of what the text says
explicitly as well as inferences drawn from the text.

STANDARD 9-10.RI.2. Determine a central idea of a text and analyze its development over the course of the text,
including how it is introduced, built, and refined by specific details; provide an objective summary
of the text to support analysis.

STANDARD 9-10.RI.3. Analyze how the author structures an analysis or series of ideas or events, including sequence,
introduction, development, and explicit and implicit connections.

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

INDICATOR/BE **CRAFT AND STRUCTURE**
NCHMARK

STANDARD 9-10.RI.4. Determine the meaning of words and phrases as they are used in a text, including

SUPPORTING SKILLS	9-10.RI.4.a.	Figurative, connotative, and technical meanings.
SUPPORTING SKILLS	9-10.RI.4.b.	Analyze the cumulative impact of specific word choices on meaning and tone.(e.g., how the language of a court opinion differs from that of a newspaper).
GOAL/STRAND	SD.9-10.RI.	Reading Standards for Informational Text

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

SUPPORTING SKILLS	9-10.RI.10.a	Read and comprehend with proficiency at grade level.
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SUPPORTING SKILLS	9-10.RI.10.b	Self-select texts for personal enjoyment, interest and academic tasks.
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GOAL/STRAND	SD.9-10.W.	Writing Standards
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INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

SUPPORTING SKILLS	9-10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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SUPPORTING SKILLS	9-10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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SUPPORTING SKILLS	9-10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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SUPPORTING SKILLS	9-10.W.2.e.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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GOAL/STRAND	SD.9-10.W.	Writing Standards
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INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
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STANDARD	9-10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
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STANDARD	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
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GOAL/STRAND **SD.9-10.W.** **Writing Standards**

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

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD	9-10.W.9.	Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.
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SUPPORTING SKILLS	9-10.W.9.b.	Apply grades 9–10 Reading standards for literary fiction and nonfiction to writing
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GOAL/STRAND **SD.9-10.W.** **Writing Standards**

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

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	9-10.SL.1.	Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
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SUPPORTING SKILLS	9-10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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SUPPORTING SKILLS	9-10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GOAL/STRAND	SD.9-10.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	9-10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STANDARD	9-10.SL.6.	Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9-10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9-10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9-10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

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

STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 71-82

South Dakota Content Standards

Language Arts

Grade 10 - 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.
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STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND	SD.CCRA.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.
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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.
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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.
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GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Reading**
.R.

INDICATOR/BENCHMARK **Range of Reading and Level of Text Complexity**

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

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

INDICATOR/BENCHMARK **Text Types and Purposes**

STANDARD SD.CCRA Write informative/explanatory texts to examine and convey complex ideas and information clearly
A.W.2. 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 Produce clear and coherent writing in which the development, organization, and style are
A.W.4. appropriate to task, purpose, and audience.

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

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

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

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

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

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

INDICATOR/BENCHMARK **Range of Writing**

STANDARD SD.CCRA Write routinely over extended time frames (time for research, reflection, and revision) and shorter
A.W.10. 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/BENCHMARK **Comprehension and Collaboration**

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

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

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

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

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND **SD.9-** **Reading Standards for Informational Text**
10.RI.

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

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including
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SUPPORTING SKILLS	9- 10.RI.4.a.	Figurative, connotative, and technical meanings.
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SUPPORTING SKILLS	9-10.RI.4.b.	Analyze the cumulative impact of specific word choices on meaning and tone.(e.g., how the language of a court opinion differs from that of a newspaper).
GOAL/STRAND	SD.9-10.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	9-10.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9-10.RI.10.a	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9-10.RI.10.b	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SUPPORTING SKILLS	9-10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	9-10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	9-10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9-10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

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

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

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	9-10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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GOAL/STRAND **SD.9-10.L.** **Language**

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

INDICATOR/BE NCHMARK		Knowledge of Language
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STANDARD	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
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GOAL/STRAND **SD.9-10.L.** **Language**

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

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

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

UNIT 5: WRITING FROM PICTURES Week 7 Page 83-90

South Dakota Content Standards

Language Arts

Grade 10 - Adopted: 2018

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

INDICATOR/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	9-10.RI.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.
STANDARD	9-10.RI.3.	Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including
SUPPORTING SKILLS	9- 10.RI.4.a.	Figurative, connotative, and technical meanings.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	9- 10.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9- 10.RI.10.a	Read and comprehend with proficiency at grade level.

SUPPORTING SKILLS	9-10.RI.10.b	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SUPPORTING SKILLS	9-10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	9-10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	9-10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9-10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing

STANDARD	9-10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9-10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9-10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9-10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	9-10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	9-10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use

STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 5: WRITING FROM PICTURES Week 8 Page 91-100

South Dakota Content Standards

Language Arts

Grade 10 - Adopted: 2018

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

INDICATOR/BE NCHMARK **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.
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STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND **SD.CCRA .R.** **College and Career Readiness Anchor Standards for Reading**

INDICATOR/BE NCHMARK **Integration of Knowledge and Ideas**

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

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

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

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

INDICATOR/BE NCHMARK **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.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9-10.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	9- 10.RL.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9- 10.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis.
GOAL/STRAND	SD.9-10.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
GOAL/STRAND	SD.9-10.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	9-10.RL.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9- 10.RL.10. a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9- 10.RL.10. b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9-10.W.3.	Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
SUPPORTING SKILLS	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
SUPPORTING SKILLS	9- 10.W.3.b.	Use narrative or literary techniques, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

SUPPORTING SKILLS	9-10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
SUPPORTING SKILLS	9-10.W.3.d.	Use precise words and phrases, telling details, and sensory and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9-10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	9-10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9-10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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

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

SUPPORTING SKILLS 9-10.L.2.c. Spell correctly

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

INDICATOR/BE NCHMARK		Knowledge of Language
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STANDARD 9-10.L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.

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

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS 9-10.L.4.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

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

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

UNIT 5: WRITING FROM PICTURES Week 9 Page 101-108

South Dakota Content Standards

Language Arts

Grade 10 - Adopted: 2018

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

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9-10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	9-10.RI.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.
STANDARD	9-10.RI.3.	Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.
GOAL/STRAND	SD.9-10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure

STANDARD	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including
SUPPORTING SKILLS	9-10.RI.4.a.	Figurative, connotative, and technical meanings.
GOAL/STRAND	SD.9-10.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	9-10.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9-10.RI.10.a	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9-10.RI.10.b	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SUPPORTING SKILLS	9-10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	9-10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
SUPPORTING SKILLS	9-10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9-10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	9-10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9-10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9-10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9-10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.

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

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

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

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 109-120

South Dakota Content Standards

Language Arts

Grade 10 - Adopted: 2018

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

INDICATOR/BE NCHMARK		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/BE NCHMARK		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/BE **Integration of Knowledge and Ideas**
NCHMARK

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

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

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

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

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

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

INDICATOR/BE **Text Types and Purposes**
NCHMARK

STANDARD SD.CCR Write informative/explanatory texts to examine and convey complex ideas and information clearly
A.W.2. 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/BE **Production and Distribution of Writing**
NCHMARK

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

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

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

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

INDICATOR/BE **Research to Build and Present Knowledge**
NCHMARK

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

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

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

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**
Range of Writing

STANDARD SD.CCR Write routinely over extended time frames (time for research, reflection, and revision) and shorter
A.W.10. 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/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**
Comprehension and Collaboration

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

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

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

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**
Conventions of Standard English

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

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

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**
Knowledge of Language

STANDARD SD.CCR Apply knowledge of language to understand how language functions in different contexts, to make
A.L.3. 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/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**
Vocabulary Acquisition and Use

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

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

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

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**
Key Ideas and Details

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

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

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

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

SUPPORTING SKILLS	9-10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9-10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	9-10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.9.	Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	9-10.W.9.b.	Apply grades 9–10 Reading standards for literary fiction and nonfiction to writing
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	9-10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

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

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	9-10.SL.1.	Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SUPPORTING SKILLS	9-10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SUPPORTING SKILLS	9-10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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GOAL/STRAND **SD.9-10.L.** **Language**

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS	9-10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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GOAL/STRAND **SD.9-10.L.** **Language**

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

SUPPORTING SKILLS	9-10.L.2.c.	Spell correctly
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GOAL/STRAND **SD.9-10.L.** **Language**

INDICATOR/BE NCHMARK		Knowledge of Language
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STANDARD	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
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GOAL/STRAND **SD.9-10.L.** **Language**

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

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

STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 121-138

South Dakota Content Standards

Language Arts

Grade 10 - 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.
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STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND **SD.CCRA.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.
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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.
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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.
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STANDARD	SD.CCR A.R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	9-10.RI.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.

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

STANDARD	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9-10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	9-10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.9.	Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	9-10.W.9.b.	Apply grades 9–10 Reading standards for literary fiction and nonfiction to writing
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	9-10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS	9-10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9-10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9-10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	9-10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	9-10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 139-142

South Dakota Content Standards

Language Arts

Grade 10 - Adopted: 2018

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

INDICATOR/BE **INDICATOR/BE** **Key Ideas and Details**
NCHMARK **NCHMARK**

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/BE **INDICATOR/BE** **Craft and Structure**
NCHMARK **NCHMARK**

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/BE **INDICATOR/BE** **Integration of Knowledge and Ideas**
NCHMARK **NCHMARK**

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

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

INDICATOR/BE **INDICATOR/BE** **Text Types and Purposes**
NCHMARK **NCHMARK**

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

INDICATOR/BE **INDICATOR/BE** **Production and Distribution of Writing**
NCHMARK **NCHMARK**

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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	9-10.RI.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.
STANDARD	9-10.RI.3.	Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including
SUPPORTING SKILLS	9- 10.RI.4.a.	Figurative, connotative, and technical meanings.
SUPPORTING SKILLS	9- 10.RI.4.b.	Analyze the cumulative impact of specific word choices on meaning and tone.(e.g., how the language of a court opinion differs from that of a newspaper).
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	9- 10.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.

SUPPORTING SKILLS	9-10.RI.10.a	Read and comprehend with proficiency at grade level.
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SUPPORTING SKILLS	9-10.RI.10.b	Self-select texts for personal enjoyment, interest and academic tasks.
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GOAL/STRAND **SD.9-10.W.** **Writing Standards**

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

SUPPORTING SKILLS	9-10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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SUPPORTING SKILLS	9-10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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SUPPORTING SKILLS	9-10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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GOAL/STRAND **SD.9-10.W.** **Writing Standards**

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.

STANDARD	9-10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
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STANDARD	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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GOAL/STRAND **SD.9-10.W.** **Writing Standards**

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

STANDARD	9-10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.9.	Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	9-10.W.9.b.	Apply grades 9–10 Reading standards for literary fiction and nonfiction to writing
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	9-10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9-10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	9-10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9-10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.

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

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

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

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

UNIT 7: INVENTIVE WRITING Week 13 Page 143-150

South Dakota Content Standards

Language Arts

Grade 10 - Adopted: 2018

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

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

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

INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9-10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

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

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

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

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS 9-10.L.1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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

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

SUPPORTING SKILLS 9-10.L.2.c. Spell correctly

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

INDICATOR/BE NCHMARK		Knowledge of Language
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STANDARD 9-10.L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.

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

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

UNIT 7: INVENTIVE WRITING Week 14 Page 151-156

South Dakota Content Standards

Language Arts

Grade 10 - Adopted: 2018

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

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

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/BE NCHMARK		Craft and Structure
STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCR A.R.6.	Assess how point of view or purpose shapes the content and style of a text.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD SD.CCRA Draw evidence from literary or informational texts to support analysis, reflection, and research.
A.W.9.

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

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD SD.CCRA Write routinely over extended time frames (time for research, reflection, and revision) and shorter
A.W.10. 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/BE NCHMARK		Comprehension and Collaboration
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STANDARD SD.CCRA Integrate and evaluate information presented in diverse media and formats, including visually,
A.SL.2. quantitatively, and orally.

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

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

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

INDICATOR/BE NCHMARK		Knowledge of Language
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STANDARD SD.CCRA Apply knowledge of language to understand how language functions in different contexts, to make
A.L.3. 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/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD SD.CCRA Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using
A.L.4. context clues, analyzing meaningful word parts, and consulting general and specialized reference
materials, as appropriate.

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

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

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

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

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

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

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

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

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9-10.W.3.	Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

SUPPORTING SKILLS	9-10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
SUPPORTING SKILLS	9-10.W.3.b.	Use narrative or literary techniques, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
SUPPORTING SKILLS	9-10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
SUPPORTING SKILLS	9-10.W.3.d.	Use precise words and phrases, telling details, and sensory and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters.

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

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9-10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

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

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

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

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	9-10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.

SUPPORTING SKILLS 9-10.L.2.c. Spell correctly

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

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

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

UNIT 7: INVENTIVE WRITING Week 15 Page 157-160

South Dakota Content Standards

Language Arts

Grade 10 - Adopted: 2018

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9-10.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	9-10.RL.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9-10.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis.
STANDARD	9-10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
GOAL/STRAND	SD.9-10.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STANDARD	9-10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
GOAL/STRAND	SD.9-10.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	9-10.RL.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.

SUPPORTING SKILLS	9-10.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9-10.RL.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
SUPPORTING SKILLS	9-10.RL.10.c.	Read widely to understand multiple perspectives and diverse viewpoints

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

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

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

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

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

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

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

INDICATOR/BE NCHMARK **Production and Distribution of Writing**

STANDARD 9-10.W.5. Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

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

INDICATOR/BE NCHMARK **Research to Build and Present Knowledge**

STANDARD 9-10.W.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD 9-10.W.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

INDICATOR/BE NCHMARK **Range of Writing**

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

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

INDICATOR/BE NCHMARK **Conventions of Standard English**

STANDARD 9-10.L.1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

SUPPORTING SKILLS 9-10.L.1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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

INDICATOR/BE NCHMARK **Knowledge of Language**

STANDARD 9-10.L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.

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

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

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

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

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South Dakota Content Standards

Language Arts

Grade 10 - Adopted: 2018

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

INDICATOR/BE NCHMARK		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/BE NCHMARK		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/BE **INDICATOR/BE** **Integration of Knowledge and Ideas**
NCHMARK **NCHMARK**

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

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

INDICATOR/BE **INDICATOR/BE** **Text Types and Purposes**
NCHMARK **NCHMARK**

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

INDICATOR/BE **INDICATOR/BE** **Production and Distribution of Writing**
NCHMARK **NCHMARK**

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/BE **INDICATOR/BE** **Research to Build and Present Knowledge**
NCHMARK **NCHMARK**

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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details

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

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

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

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

SUPPORTING SKILLS	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
SUPPORTING SKILLS	9-10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SUPPORTING SKILLS	9-10.W.2.e.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9-10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	9-10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	9-10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English

STANDARD	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS 9-10.L.1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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

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

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

INDICATOR/BENCHMARK		Knowledge of Language
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STANDARD 9-10.L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.

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

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

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

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

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

Language Arts

Grade 10 - Adopted: 2018

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

INDICATOR/BE **Key Ideas and Details**
NCHMARK

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

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

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

INDICATOR/BE **Craft and Structure**
NCHMARK

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

STANDARD SD.CCR Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of
A.R.5. 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/BE **Integration of Knowledge and Ideas**
NCHMARK

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

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

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

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

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

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

INDICATOR/BE **Text Types and Purposes**
NCHMARK

STANDARD SD.CCR Write arguments to support claims in an analysis of substantive topics or texts, using valid
A.W.1. reasoning and relevant and sufficient evidence.

STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	9-10.RI.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.
STANDARD	9-10.RI.3.	Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including
SUPPORTING SKILLS	9- 10.RI.4.a.	Figurative, connotative, and technical meanings.
SUPPORTING SKILLS	9- 10.RI.4.b.	Analyze the cumulative impact of specific word choices on meaning and tone.(e.g., how the language of a court opinion differs from that of a newspaper).
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text

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

SUPPORTING SKILLS	9-10.RI.10.a	Read and comprehend with proficiency at grade level.
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SUPPORTING SKILLS	9-10.RI.10.b	Self-select texts for personal enjoyment, interest and academic tasks.
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GOAL/STRAND **SD.9-10.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9-10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

SUPPORTING SKILLS	9-10.W.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
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SUPPORTING SKILLS	9-10.W.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
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SUPPORTING SKILLS	9-10.W.1.c.	Use transitional words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
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SUPPORTING SKILLS	9-10.W.1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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SUPPORTING SKILLS	9-10.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
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GOAL/STRAND **SD.9-10.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
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STANDARD	9-10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
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STANDARD	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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GOAL/STRAND **SD.9-10.W.** **Writing Standards**

INDICATOR/BE NCHMARK **Research to Build and Present Knowledge**

STANDARD 9-10.W.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD 9-10.W.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

INDICATOR/BE NCHMARK **Range of Writing**

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

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

INDICATOR/BE NCHMARK **Conventions of Standard English**

STANDARD 9-10.L.1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

SUPPORTING SKILLS 9-10.L.1.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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

INDICATOR/BE NCHMARK **Conventions of Standard English**

STANDARD 9-10.L.2. **Demonstrate command of the conventions of standard English grammar; consult references as needed.**

SUPPORTING SKILLS 9-10.L.2.c. Spell correctly

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

INDICATOR/BE NCHMARK **Knowledge of Language**

STANDARD 9-10.L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.

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

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

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

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

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South Dakota Content Standards

Language Arts

Grade 10 - 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** **College and Career Readiness Anchor Standards for Reading**
.R.

INDICATOR/BE **Integration of Knowledge and Ideas**
NCHMARK

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

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

INDICATOR/BE **Text Types and Purposes**
NCHMARK

STANDARD	SD.CCR A.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

INDICATOR/BE **Production and Distribution of Writing**
NCHMARK

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/BE **Research to Build and Present Knowledge**
NCHMARK

STANDARD	SD.CCR A.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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STANDARD	SD.CCR A.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text

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

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

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

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9-10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
SUPPORTING SKILLS	9-10.W.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

SUPPORTING SKILLS	9-10.W.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
SUPPORTING SKILLS	9-10.W.1.c.	Use transitional words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
SUPPORTING SKILLS	9-10.W.1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
SUPPORTING SKILLS	9-10.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.

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

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

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

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9-10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	9-10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	9-10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9-10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9-10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9-10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
GOAL/STRAND	SD.9-10.L.	Language

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS	9-10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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SUPPORTING SKILLS	9-10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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GOAL/STRAND	SD.9-10.L.	Language
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INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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South Dakota Content Standards

Language Arts

Grade 10 - Adopted: 2018

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
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INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
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INDICATOR/BE NCHMARK		Craft and Structure
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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.
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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.
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GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
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INDICATOR/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details

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

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

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

GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9-10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
SUPPORTING SKILLS	9-10.W.1.a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
SUPPORTING SKILLS	9-10.W.1.b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

SUPPORTING SKILLS	9-10.W.1.c.	Use transitional words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
SUPPORTING SKILLS	9-10.W.1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
SUPPORTING SKILLS	9-10.W.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
GOAL/STRAND	SD.9-10.W.	Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9-10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge

STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	9-10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	9-10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9-10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9-10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9-10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use

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

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

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South Dakota Content Standards

Language Arts

Grade 10 - Adopted: 2018

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

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

INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STANDARD	9-10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
STANDARD	9-10.RL.6.	Analyze how point of view and/or author purpose shapes the content and style of culturally diverse texts, including those from outside the United States.

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

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

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

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

SUPPORTING SKILLS	9-10.W.3.e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9-10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.9.	Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	9-10.W.9.a.	Apply grades 9–10 Reading standards for literature to writing.
SUPPORTING SKILLS	9-10.W.9.b.	Apply grades 9–10 Reading standards for literary fiction and nonfiction to writing
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	9-10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9-10.SL.	Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	9-10.SL.1.	Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SUPPORTING SKILLS	9-10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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SUPPORTING SKILLS	9-10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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GOAL/STRAND **SD.9-10.L.** **Language**

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS	9-10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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GOAL/STRAND **SD.9-10.L.** **Language**

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

SUPPORTING SKILLS	9-10.L.2.c.	Spell correctly
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GOAL/STRAND **SD.9-10.L.** **Language**

INDICATOR/BE NCHMARK		Knowledge of Language
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STANDARD	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
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GOAL/STRAND **SD.9-10.L.** **Language**

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS	9-10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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SUPPORTING SKILLS	9-10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade 10 - Adopted: 2018

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BENCHMARK **Range of Reading and Level of Text Complexity**

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

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

INDICATOR/BENCHMARK **Text Types and Purposes**

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

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

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

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

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

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

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

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

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

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

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

INDICATOR/BENCHMARK **Range of Writing**

STANDARD SD.CCR Write routinely over extended time frames (time for research, reflection, and revision) and shorter
A.W.10. 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/BENCHMARK **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.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.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.9- 10.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	9- 10.RL.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9- 10.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis.
STANDARD	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature

INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STANDARD	9-10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
STANDARD	9-10.RL.6.	Analyze how point of view and/or author purpose shapes the content and style of culturally diverse texts, including those from outside the United States.
GOAL/STRAND	SD.9-10.RL.	Reading Standards for Literature

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

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

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

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

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

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9-10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD	9-10.W.9.	Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	9-10.W.9.a.	Apply grades 9–10 Reading standards for literature to writing.
SUPPORTING SKILLS	9-10.W.9.b.	Apply grades 9–10 Reading standards for literary fiction and nonfiction to writing
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	9-10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9-10.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	9-10.SL.1.	Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SUPPORTING SKILLS	9-10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SUPPORTING SKILLS	9-10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9-10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	9-10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9-10.L.2.c.	Spell correctly

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

INDICATOR/BE NCHMARK		Knowledge of Language
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STANDARD	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
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GOAL/STRAND **SD.9-10.L.** **Language**

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

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 9: RESPONSE TO LITERATURE Week 22 Page 249-276

South Dakota Content Standards

Language Arts

Grade 10 - Adopted: 2018

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

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

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

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

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

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**

STANDARD SD.CCR Write routinely over extended time frames (time for research, reflection, and revision) and shorter
A.W.10. 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/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**

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

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

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

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**

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

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

INDICATOR/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**

STANDARD SD.CCR Apply knowledge of language to understand how language functions in different contexts, to make
A.L.3. 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/BE **INDICATOR/BE** **INDICATOR/BE**
NCHMARK **NCHMARK** **NCHMARK**

STANDARD SD.CCR Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using
A.L.4. 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.
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GOAL/STRAND **SD.9-10.RL.** **Reading Standards for Literature**

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

INDICATOR/BENCHMARK		Craft and Structure
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STANDARD	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
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STANDARD	9-10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
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STANDARD	9-10.RL.6.	Analyze how point of view and/or author purpose shapes the content and style of culturally diverse texts, including those from outside the United States.
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GOAL/STRAND **SD.9-10.RL.** **Reading Standards for Literature**

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	9-10.RL.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
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SUPPORTING SKILLS	9-10.RL.10. a.	Read and comprehend with proficiency at grade level.
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SUPPORTING SKILLS	9-10.RL.10. b.	Self-select texts for personal enjoyment, interest and academic tasks.
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SUPPORTING SKILLS	9-10.RL.10. c.	Read widely to understand multiple perspectives and diverse viewpoints
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GOAL/STRAND **SD.9-10.W.** **Writing Standards**

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

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

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

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

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.

STANDARD	9-10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
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STANDARD	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
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GOAL/STRAND	SD.9-10.W.	Writing Standards
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INDICATOR/BENCHMARK		Research to Build and Present Knowledge
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STANDARD	9-10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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GOAL/STRAND	SD.9-10.W.	Writing Standards
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INDICATOR/BENCHMARK		Research to Build and Present Knowledge
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STANDARD	9-10.W.9.	Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.
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SUPPORTING SKILLS	9-10.W.9.a.	Apply grades 9–10 Reading standards for literature to writing.
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SUPPORTING SKILLS	9-10.W.9.b.	Apply grades 9–10 Reading standards for literary fiction and nonfiction to writing
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GOAL/STRAND	SD.9-10.W.	Writing Standards
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INDICATOR/BENCHMARK		Range of Writing
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STANDARD	9-10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND	SD.9-10.SL.	Speaking and Listening Standards
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INDICATOR/BENCHMARK		Comprehension and Collaboration
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STANDARD	9-10.SL.1.	Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
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SUPPORTING SKILLS	9-10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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SUPPORTING SKILLS	9-10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9-10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	9-10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9-10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	9-10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	9-10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use

STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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UNIT 9: RESPONSE TO LITERATURE Week 23 Page 277-280

South Dakota Content Standards

Language Arts

Grade 10 - Adopted: 2018

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

INDICATOR/BE NCHMARK **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.
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STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND **SD.CCRA .R.** **College and Career Readiness Anchor Standards for Reading**

INDICATOR/BE NCHMARK **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.
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STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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STANDARD	SD.CCR A.R.6.	Assess how point of view or purpose shapes the content and style of a text.
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GOAL/STRAND **SD.CCRA .R.** **College and Career Readiness Anchor Standards for Reading**

INDICATOR/BE NCHMARK **Integration of Knowledge and Ideas**

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

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

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

INDICATOR/BE **Text Types and Purposes**
NCHMARK

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

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

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

INDICATOR/BE **Production and Distribution of Writing**
NCHMARK

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

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

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

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

INDICATOR/BE **Research to Build and Present Knowledge**
NCHMARK

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

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

INDICATOR/BE **Range of Writing**
NCHMARK

STANDARD SD.CCR Write routinely over extended time frames (time for research, reflection, and revision) and shorter
A.W.10. 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/BE **Comprehension and Collaboration**
NCHMARK

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

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

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

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

STANDARD	9-10.RL.6.	Analyze how point of view and/or author purpose shapes the content and style of culturally diverse texts, including those from outside the United States.
GOAL/STRAND	SD.9-10.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	9-10.RL.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9-10.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9-10.RL.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
SUPPORTING SKILLS	9-10.RL.10.c.	Read widely to understand multiple perspectives and diverse viewpoints
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SUPPORTING SKILLS	9-10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	9-10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	9-10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SUPPORTING SKILLS	9-10.W.2.e.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9-10.W.3.	Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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

INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9-10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

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

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
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STANDARD	9-10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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GOAL/STRAND **SD.9-10.W.** **Writing Standards**

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
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STANDARD	9-10.W.9.	Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.
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SUPPORTING SKILLS	9-10.W.9.a.	Apply grades 9–10 Reading standards for literature to writing.
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SUPPORTING SKILLS	9-10.W.9.b.	Apply grades 9–10 Reading standards for literary fiction and nonfiction to writing
GOAL/STRAND	SD.9-10.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	9-10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9-10.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	9-10.SL.1.	Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SUPPORTING SKILLS	9-10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SUPPORTING SKILLS	9-10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9-10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	9-10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9-10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9-10.L.	Language
INDICATOR/BENCHMARK		Knowledge of Language

STANDARD	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
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GOAL/STRAND **SD.9-10.L.** **Language**

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

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

Language Arts

Grade 10 - Adopted: 2018

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

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

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

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		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/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9-10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including
SUPPORTING SKILLS	9-10.RI.4.a.	Figurative, connotative, and technical meanings.
GOAL/STRAND	SD.9-10.W.	Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9-10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

SUPPORTING SKILLS	9-10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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SUPPORTING SKILLS	9-10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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SUPPORTING SKILLS	9-10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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GOAL/STRAND **SD.9-10.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	9-10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
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GOAL/STRAND **SD.9-10.W.** **Writing Standards**

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

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