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 College and Career Readiness Anchor Standards for Reading

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	9-10.RI.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.
STANDARD	9-10.RI.3.	Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including

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

9-10.W.6.

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

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	9- 10.SL.1.	Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SUPPORTING SKILLS	9- 10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SUPPORTING SKILLS	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GOAL/STRAND	SD.9- 10.SL.	Speaking and Listening Standards
INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
STANDARD	9- 10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STANDARD	9- 10.SL.6.	Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English

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

South Dakota Content Standards Language Arts

Grade 10 - Adopted: 2018

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 2 Page 27-36

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

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

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

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

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

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

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

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

.W.

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

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

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

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

$\begin{array}{ll} {\sf GOAL/STRAND} & {\sf SD.CCRA} \; {\sf College} \; {\sf and} \; {\sf Career} \; {\sf Readiness} \; {\sf Anchor} \; {\sf Standards} \; {\sf for} \; {\sf Writing} \\ . {\sf W.} \end{array}$

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

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

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

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

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

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

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

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

INDICATOR/B Conventions of Standard English

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

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

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

SUPPORTING SKILLS	9- 10.Rl.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SUPPORTING SKILLS	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing

STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.SL.	Speaking and Listening Standards
INDICATOR/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/B ENCHMARK		Presentation of Knowledge and Ideas
STANDARD	9- 10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STANDARD	9- 10.SL.6.	Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	9- 10.L.4.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.
SUPPORTING SKILLS	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	9-10.L.6.	Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing,

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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 College and Career Readiness Anchor Standards for Reading .R.

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

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

 INDICATOR/B ENCHMARK
 Craft and Structure

 STANDARD
 SD.CCR Assess how point of view or purpose shapes the content and style of a text.

Craft and Structure

Craft and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

.L.

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

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

.L.

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

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

L.

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

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

INDICATOR/B ENCHMARK		Key Ideas and Details						
STANDARD	9- 10.RL.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.						
STANDARD	9- 10.RL.2.	etermine a theme or central idea of a text and analyze its development over the course of the text, including how it introduced, built, and refined by specific details; provide an objective summary of the text to support thematic nalysis.						
STANDARD	9- 10.RL.3.	nalyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a ext, interact with other characters, and advance the plot or develop the theme.						
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature						
INDICATOR/B ENCHMARK		Craft and Structure						
STANDARD	9- 10.RL.4.	etermine the meaning of words and phrases as they are used in the text, including figurative and connotative neanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a tense 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 0	Reading Standards for Literature						
GOAL/ST RAND	10.RL.	Reading Standards for Literature						
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity						
INDICATOR/BE								
INDICATOR/BE NCHMARK	10.RL.	Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literary nonfiction and informational text in the grades						
INDICATOR/BE NCHMARK STANDARD SUPPORTING	9- 10.RL.10	Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.						
INDICATOR/BE NCHMARK STANDARD SUPPORTING SKILLS SUPPORTING	9- 10.RL.10 9- 10.RL.10. a.	Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently. Read and comprehend with proficiency at grade level. Self-select texts for personal enjoyment, interest and academic tasks. Read widely to understand multiple perspectives and diverse viewpoints						
INDICATOR/BE NCHMARK STANDARD SUPPORTING SKILLS SUPPORTING SKILLS	9- 10.RL.10 9- 10.RL.10. a. 9- 10.RL.10. b.	Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently. Read and comprehend with proficiency at grade level. Self-select texts for personal enjoyment, interest and academic tasks. Read widely to understand multiple perspectives and diverse viewpoints						
INDICATOR/BE NCHMARK STANDARD SUPPORTING SKILLS SUPPORTING SKILLS SUPPORTING SKILLS	9- 10.RL.10 9- 10.RL.10. a. 9- 10.RL.10. b.	Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently. Read and comprehend with proficiency at grade level. Self-select texts for personal enjoyment, interest and academic tasks. Read widely to understand multiple perspectives and diverse viewpoints						

SUPPORTING SKILLS	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.					
SUPPORTING SKILLS	9- 10.W.3.b.	Use narrative or literary techniques, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.					
SUPPORTING SKILLS	9- 10.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.					
SUPPORTING SKILLS	9- 10.W.3.d.	Use precise words and phrases, telling details, and sensory and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters.					
SUPPORTING SKILLS	9- 10.W.3.e.	Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.					
GOAL/STRAND	SD.9- 10.W.	Writing Standards					
INDICATOR/B ENCHMARK		Production and Distribution of Writing					
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.					
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or tryinew 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 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, tak advantage of technology's capacity to link to other information and to display information flexibly and dynamical					
GOAL/STRAND	SD.9- 10.W.	Writing Standards					
INDICATOR/B ENCHMARK		Range of Writing					
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.					
GOAL/STRAND	SD.9- 10.SL.	Speaking and Listening Standards					
INDICATOR/BE NCHMARK		Comprehension and Collaboration					
STANDARD	9- 10.SL.1.	Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.					
SUPPORTING SKILLS	9- 10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.					
SUPPORTING	9-	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or					

10.SL.1.c. larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SKILLS

GOAL/STRAND	SD.9-	Speaking and	d Listening	Standards
	4.0.01			

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

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

INDICATOR/B ENCHMARK	Vocabulary Acquisition and Use	
ENCHMARK		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

INDICATOR/B Conventions of Standard English

STANDARD SD.CCR A.L.2.

Conventions of Standard English

Conventions of Standard English capitalization, punctuation, and spelling when writing.

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

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

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

GOAL/STRAND SD.9-10.W.

Writing Standards

INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	9- 10.SL.1.	Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SUPPORTING SKILLS	9- 10.SL.1.a.	Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SUPPORTING SKILLS	9- 10.SL.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 57-70

South Dakota Content Standards Language Arts

Grade 10 - Adopted: 2018

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

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

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

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

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

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

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

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

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

.w.

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

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

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

$\begin{array}{ll} {\sf GOAL/STRAND} & {\sf SD.CCRA\ College\ and\ Career\ Readiness\ Anchor\ Standards\ for\ Writing} \\ & .W. \end{array}$

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

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

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

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

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

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

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

STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	9-10.RI.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.
STANDARD	9-10.RI.3.	Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including

SUPPORTING SKILLS	9- 10.RI.4.a.	Figurative, connotative, and technical meanings.
SUPPORTING SKILLS	9- 10.Rl.4.b.	Analyze the cumulative impact of specific word choices on meaning and tone.(e.g., how the language of a court opinion differs from that of a newspaper).

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

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

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

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

INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

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

STANDARD	9- 10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
STANDARD	9- 10.SL.6.	Adapt speech to a variety of contexts, audiences, and tasks, using self-reflection and feedback from others, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SKILLS	10.Ε.Ψ.α.	

GOAL/STRAND SD.9-10.L.

Language

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

UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 71-82

South Dakota Content Standards Language Arts

Grade 10 - Adopted: 2018

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

.R.

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

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

.R.

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

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

.R.

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

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

.R.

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

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

.W.

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

INDICATOR/B ENCHMARK Knowledge of Language

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

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

SKILLS

10.RI.10.a.

SUPPORTING SKILLS	9- 10.Rl.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SUPPORTING SKILLS	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing

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

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 College and Career Readiness Anchor Standards for Reading .R.

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

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

.R.

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

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

.R.

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

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

.W.

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

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

.W.

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

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

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

STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE		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		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Knowledge of Language

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

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

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

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

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

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South Dakota Content Standards Language Arts

Grade 10 - Adopted: 2018

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

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

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

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

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

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

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

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

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

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

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

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

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

.W.

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

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

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

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

.L.

INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	9- 10.RL.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9- 10.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	9- 10.RL.10	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.

SUPPORTING SKILLS	9- 10.RL.10. a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9- 10.RL.10. b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.9- 10.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/B ENCHMARK		Production and Distribution of Writing
STANDARD		
	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD		purpose, and audience. 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
	10.W.4.	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
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking
STANDARD GOAL/ST RAND INDICAT OR/B	9- 10.W.5. 9- 10.W.6.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD GOAL/STRAND INDICATOR/B ENCHMARK	9- 10.W.5. 9- 10.W.6.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Writing Standards
STANDARD STANDARD GOAL/STRAND INDICATOR/B ENCHMARK STANDARD	9- 10.W.5. 9- 10.W.6. SD.9- 10.W.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Writing Standards Research to Build and Present Knowledge 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

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

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 College and Career Readiness Anchor Standards for Reading

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

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

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

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

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

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

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

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

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

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

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.Rl.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		Craft and Structure
STANDARD	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including
SUPPORTING SKILLS	9- 10.Rl.4.a.	Figurative, connotative, and technical meanings.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE		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		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/B ENCHMARK		Production and Distribution of Writing

STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE		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		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Knowledge of Language

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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- Language 10.L.

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

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

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

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

South Dakota Content Standards Language Arts

Grade 10 - Adopted: 2018

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

.L.

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

${\tt GOAL/STRAND} \quad {\tt SD.CCRA} \; {\tt College} \; {\tt and} \; {\tt Career} \; {\tt Readiness} \; {\tt Anchor} \; {\tt Standards} \; {\tt for} \; {\tt Language}$

.L.

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

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

L.

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

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

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

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

STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/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/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.SL.	Speaking and Listening Standards
	10.5L.	
INDICATOR/BE NCHMARK	10.5L.	Comprehension and Collaboration
	9- 10.SL.1.	Comprehension and Collaboration 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.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes o 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		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	E	Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK	E	Vocabulary Acquisition and Use
STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	9- 10.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 121-138

South Dakota Content Standards Language Arts

Grade 10 - Adopted: 2018

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

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

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

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

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

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

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

.R.

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

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

.w.

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

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

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

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

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

$\begin{array}{ll} \mbox{GOAL/STRAND} & \mbox{SD.CCRA College and Career Readiness Anchor Standards for Writing} \\ .W. \end{array}$

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

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

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

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

.L.

INDICATOR/B	Conventions of Standard English
ENCHMARK	

STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9-	Dooding Standards for Informational Taxt
	10.RI.	Reading Standards for Informational Text
INDICATOR/B ENCHMARK		Key Ideas and Details
INDICATOR/B	10.RI.	
INDICAT OR/B ENCHMARK STANDARD	9-10.RI.1.	Key Ideas and Details Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as
INDICATOR/B ENCHMARK	9-10.RI.1. 9-10.RI.2.	Key Ideas and Details Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a central idea of a text and analyze its development over the course of the text, including how it is
INDICAT OR/B ENCHMARK STANDARD STANDARD STANDARD	9-10.RI.1. 9-10.RI.2.	Key Ideas and Details Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction,
INDICAT OR/B ENCHMARK STANDARD STANDARD STANDARD	9-10.RI.1. 9-10.RI.2. 9-10.RI.3.	Key Ideas and Details Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.
INDICATOR/BENCHMARK STANDARD STANDARD STANDARD GOAL/STRAND INDICATOR/BE	9-10.RI.1. 9-10.RI.2. 9-10.RI.3.	Key Ideas and Details Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections. Reading Standards for Informational Text
INDICAT OR/B ENCHMARK STANDARD STANDARD STANDARD GOAL/STRAND INDICAT OR/BE NCHMARK	9-10.RI.1. 9-10.RI.2. 9-10.RI.3.	Key Ideas and Details Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections. Reading Standards for Informational Text Craft and Structure

 $Analyze \ the \ cumulative \ impact \ of \ specific \ word \ choices \ on \ meaning \ and \ tone. (e.g., how \ the \ language \ of \ a \ court$

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

10.RI.4.b. opinion differs from that of a newspaper).

SUPPORTING

SKILLS

9-

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

9-10.W.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated

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

question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the

STANDARD

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/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.

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

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK	Integration of Knowled	lge and Ideas
LITOTIMATER		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

L.

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

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

L.

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

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

L.

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

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

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

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

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

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

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.Rl.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.

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

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

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

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

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

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

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South Dakota Content Standards Language Arts

Grade 10 - Adopted: 2018

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

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

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

INDICATOR/B ENCHMARK

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

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

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

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

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

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

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

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

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

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

.L.

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

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

.L.

INDICATOR/B ENCHMARK Vocabulary Acquisition and Use	
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SUPPORTING SKILLS	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SUPPORTING SKILLS	9- 10.W.2.e.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plantairs and following a standard format for citation

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

GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE		Conventions of Standard English
	9- 10.L.2.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar; consult references as needed.
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NCHMARK ST AND ARD SUPPORTING	9- 10.L.2. 9- 10.L.2.c.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
STANDARD SUPPORTING SKILLS	9- 10.L.2. 9- 10.L.2.c.	Demonstrate command of the conventions of standard English grammar; consult references as needed. Spell correctly
STANDARD SUPPORTING SKILLS GOAL/STRAND INDICATOR/B	9- 10.L.2. 9- 10.L.2.c.	Demonstrate command of the conventions of standard English grammar; consult references as needed. Spell correctly Language
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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

STANDARD

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

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

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

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

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

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

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

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

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

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

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

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STANDARD SD.CCR Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. SOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening STANDARD SD.CCRA SD.CCR Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language L. Conventions of Standard English STANDARD SD.CCR Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. AL2. SOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language L. Knowledge of Language STANDARD SD.CCRA College and Career Readiness Anchor Standards for Language L. Knowledge of Language STANDARD SD.CCRA College and Career Readiness Anchor Standards for Language tunctions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. SOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language L. Vocabulary Acquisition and Use STANDARD SD.CCR Determine or clarity the meaning of unknown and multiple-meaning words and phrases by using context clues.	GOAL/STRAND	College and Career Readiness Anchor Standards for Writing
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STANDARD SD.CCR Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,	GOAL/STRAND	College and Career Readiness Anchor Standards for Language
	INDICATOR/B ENCHMARK	Vocabulary Acquisition and Use
	STANDARD	

STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	9- 10.RL.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9- 10.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including how is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis.
STANDARD	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STANDARD	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time cresuch 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
00/12/01/1/11/2	10.00.	

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/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use

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

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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 College and Career Readiness Anchor Standards for Reading .R.

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

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

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

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

.R.

INDICATOR/B ENCHMARK

Integration of Knowledge and Ideas

STANDARD

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

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

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

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

INDICATOR/B ENCHMARK		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.

$\begin{array}{ll} {\sf GOAL/STRAND} & {\sf SD.CCRA} \; {\sf College} \; {\sf and} \; {\sf Career} \; {\sf Readiness} \; {\sf Anchor} \; {\sf Standards} \; {\sf for} \; {\sf Writing} \\ . {\sf W.} \end{array}$

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

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

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

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

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

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

L.

INDICATOR/B ENCHMARK		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.

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

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

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/B ENCHMARK		Key Ideas and Details
STANDARD	9-10.RI.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9-10.RI.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.
STANDARD	9-10.RI.3.	Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including
SUPPORTING SKILLS	9- 10.Rl.4.a.	Figurative, connotative, and technical meanings.
SUPPORTING SKILLS	9- 10.Rl.4.b.	Analyze the cumulative impact of specific word choices on meaning and tone.(e.g., how the language of a court opinion differs from that of a newspaper).
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	9- 10.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9- 10.Rl.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9- 10.Rl.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

up to and including grades 9-10.)

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

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

SUPPORTING 9- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)

SKILLS 10.L.4.a. as a clue to the meaning of a word or phrase.

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

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

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

UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-166

South Dakota Content Standards Language Arts

Grade 10 - Adopted: 2018

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK	Comprehension and Collaboration	
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STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	9-10.RI.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9-10.Rl.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.
STANDARD	9-10.Rl.3.	Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including
SUPPORTING SKILLS	9- 10.Rl.4.a.	Figurative, connotative, and technical meanings.

SUPPORTING SKILLS	9- 10.Rl.4.b.	Analyze the cumulative impact of specific word choices on meaning and tone.(e.g., how the language of a court opinion differs from that of a newspaper).
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	9- 10.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9- 10.Rl.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9- 10.Rl.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
SUPPORTING SKILLS	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING 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/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and addience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3

from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1-3

up to and including grades 9-10.)

STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language
		Was data and the same and
INDICATOR/B ENCHMARK		Knowledge of Language

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

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

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

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

UNIT 8: FORMAL ESSAY MODELS Week 17 Page 167-174

South Dakota Content Standards Language Arts

Grade 10 - Adopted: 2018

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

STANDARD	9-10.RI.3.	Analyze how the author structures an analysis or series of ideas or events, including sequence, introduction, development, and explicit and implicit connections.
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	9- 10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including
SUPPORTING SKILLS	9- 10.Rl.4.a.	Figurative, connotative, and technical meanings.
SUPPORTING SKILLS	9- 10.Rl.4.b.	Analyze the cumulative impact of specific word choices on meaning and tone.(e.g., how the language of a court opinion differs from that of a newspaper).
GOAL/STRAND	SD.9- 10.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	9- 10.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 9–10 text complexity with guidance and support as needed independently and proficiently.
SUPPORTING SKILLS	9- 10.Rl.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	9- 10.Rl.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	9- 10.W.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.

Provide a concluding statement or section that follows from and supports the argument presented.

SUPPORTING

SKILLS

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10.W.1.e.

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

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

INDICATOR/BE NCHMARK

STANDARD

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

SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SKILLS	10.L.4.a. 9- 10.L.4.d.	as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
SKILLS SUPPORTING SKILLS	9- 10.L.4.d. SD.9-	as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
SKILLS SUPPORTING SKILLS GOAL/STRAND INDICATOR/B	9- 10.L.4.d. SD.9- 10.L.	as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). Language
SKILLS SUPPORTING SKILLS GOAL/STRAND INDICATOR/B ENCHMARK	9- 10.L.4.d. SD.9- 10.L.	as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). Language Vocabulary Acquisition and Use 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

South Dakota Content Standards Language Arts

Grade 10 - Adopted: 2018

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK

Knowledge of Language

STANDARD

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

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

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

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

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

10.W.1.b. limitations of both in a manner that anticipates the audience's knowledge level and concerns.

SKILLS

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, o other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
SUPPORTING SKILLS	9- 10.W.2.e.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards

Research to Build and Present Knowledge

INDICATOR/B ENCHMARK

STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	9- 10.L.1.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	9- 10.L.2.	Demonstrate command of the conventions of standard English grammar; consult references as needed.
SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

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

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

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

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 185-188

South Dakota Content Standards Language Arts

Grade 10 - Adopted: 2018

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

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

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

INDICATOR/B ENCHMARK

Craft and Structure

STANDARD

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

L.

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

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

ī.

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

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

.L.

INDICATOR/B

STANDARD

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

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

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.

9-10.Rl.2. Determine a central idea of a text and analyze its development over the course of the text, including how it is

introduced, built, and refined by specific details; provide an objective summary of the text to support analysis.

STANDARD 9-10.Rl.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 S	Standards	for I	Informational	Text
	10.RI.					

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

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

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

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

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- Writing Standards 10.W.

INDICATOR/BE Text Types and Purposes NCHMARK	
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STANDARD	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.		
SUPPORTING SKILLS	9- 10.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.		
SUPPORTING SKILLS	9- 10.W.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.		
SUPPORTING SKILLS	9- 10.W.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.		
SUPPORTING SKILLS	9- 10.W.2.e.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		
GOAL/STRAND	SD.9- 10.W.	Writing Standards		
INDICATOR/B ENCHMARK		Production and Distribution of Writing		
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.		
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)		
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.		
GOAL/STRAND	SD.9- 10.W.	Writing Standards		
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge		
STANDARD	9-10.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.		
GOAL/STRAND	SD.9- 10.W.	Writing Standards		
INDICATOR/B ENCHMARK		Range of Writing		
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks		

and academic tasks.

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

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

South Dakota Content Standards Language Arts

Grade 10 - Adopted: 2018

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

R.

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

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

.R.

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

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

.R.

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

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

.R.

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

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

.W

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

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

.W.

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

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

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

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

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

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

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

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

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

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

INDICATOR/B ENCHMARK

Knowledge of Language

STANDARD

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

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

a.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	9- 10.RL.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9- 10.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis.
STANDARD	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STANDARD	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
STANDARD	9- 10.RL.6.	Analyze how point of view and/or author purpose shapes the content and style of culturally diverse texts, including those from outside the United States.
GOAL/STRAND	SD.9- 10.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.	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/B ENCHMARK		Production and Distribution of Writing
STANDARD	9- 10.W.4.	Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience.
STANDARD	9- 10.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

SUPPORTING SKILLS	9- 10.L.2.c.	Spell correctly
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	9- 10.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
SKILLS	10.L.4.a. 9- 10.L.4.d.	as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
SKILLS SUPPORTING SKILLS	9- 10.L.4.d. SD.9-	as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
SKILLS SUPPORTING SKILLS GOAL/STRAND INDICATOR/B	9- 10.L.4.d. SD.9- 10.L.	as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). Language
SKILLS SUPPORTING SKILLS GOAL/STRAND INDICATOR/B ENCHMARK	9- 10.L.4.d. SD.9- 10.L.	as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). Language Vocabulary Acquisition and Use 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

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

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

${\tt GOAL/STRAND \quad SD.CCRA \ College \ and \ Career \ Readiness \ Anchor \ Standards \ for \ Reading}$

.R.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

.L.

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

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

.L.

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

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

L.

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

GOAL/STRAND SD.9- Reading Standards for Literature

10.RL.

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	9- 10.RL.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9- 10.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis.
STANDARD	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STANDARD	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
STANDARD	9- 10.RL.6.	Analyze how point of view and/or author purpose shapes the content and style of culturally diverse texts, including those from outside the United States.
GOAL/STRAND	SD.9- 10.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
GOAL/STRAND INDICATOR/BE		Writing Standards Text Types and Purposes

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

GOAL/STRAND SD.9-10.W.

Writing Standards

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

GOAL/STRAND SD.9-10.W.

Writing Standards

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

GOAL/STRAND SD.9-10.W.

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

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

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

GOAL/STRAND SD.9-Language

10.L.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

INDICATOR/B Knowledge of Language **ENCHMARK** SD.CCR Apply knowledge of language to understand how language functions in different contexts, to make effective choices

for meaning or style, and to comprehend more fully when reading or listening.

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

STANDARD

INDICATOR/B Vocabulary Acquisition and Use ENCHMARK

STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	9- 10.RL.1.	Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	9- 10.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including how is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis.
STANDARD	9- 10.RL.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
GOAL/STRAND	SD.9- 10.RL.	Reading Standards for Literature
INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STANDARD	9- 10.RL.5.	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time creasuch 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.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).
SKILLS		
GOAL/STRAND	SD.9- 10.W.	Writing Standards
	10.W.	Writing Standards Text Types and Purposes
GOAL/STRAND	10.W.	
GOAL/STRAND INDICATOR/BE NCHMARK	10.W.	Text Types and Purposes Write narratives or other creative texts to develop real or imagined experiences or events using
GOAL/STRAND INDICATOR/BE NCHMARK STANDARD SUPPORTING	9- 10.W.3.	Text Types and Purposes 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. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s)
INDICATOR/BE NCHMARK STANDARD SUPPORTING SKILLS SUPPORTING	9- 10.W.3. 9- 10.W.3.a.	Text Types and Purposes 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. 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. Use narrative or literary techniques, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines,
INDICAT OR/BE NCHMARK STANDARD SUPPORTING SKILLS SUPPORTING SKILLS SUPPORTING	9- 10.W.3. 9- 10.W.3.a. 9- 10.W.3.b.	Text Types and Purposes 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. 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. Use narrative or literary techniques, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
INDICAT OR/BENCHMARK STANDARD SUPPORTING SKILLS SUPPORTING SKILLS SUPPORTING SKILLS SUPPORTING SKILLS	9- 10.W.3.a. 9- 10.W.3.b. 9- 10.W.3.c.	Text Types and Purposes 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. 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. Use narrative or literary techniques, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory and figurative language to convey a vivid picture of the
INDICAT OR/BENCHMARK STANDARD SUPPORTING SKILLS SUPPORTING SKILLS SUPPORTING SKILLS SUPPORTING SKILLS SUPPORTING SKILLS	9- 10.W.3.a. 9- 10.W.3.b. 9- 10.W.3.c. 9- 10.W.3.d.	Text Types and Purposes 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. 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. Use narrative or literary techniques, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 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. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced,
INDICAT OR/BENCHMARK STANDARD SUPPORTING SKILLS SUPPORTING SKILLS SUPPORTING SKILLS SUPPORTING SKILLS SUPPORTING SKILLS	9- 10.W.3.a. 9- 10.W.3.b. 9- 10.W.3.c. 9- 10.W.3.d.	Text Types and Purposes 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. 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. Use narrative or literary techniques, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 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. 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.

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–up to and including grades 9–10.)
STANDARD	9- 10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	9- 10.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	9- 10.W.9.	Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	9- 10.W.9.a.	Apply grades 9–10 Reading standards for literature to writing.
SUPPORTING SKILLS	9- 10.W.9.b.	Apply grades 9–10 Reading standards for literary fiction and nonfiction to writing
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/B ENCHMARK		Range of Writing
STANDARD	9- 10.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.9- 10.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.

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

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 College and Career Readiness Anchor Standards for Reading

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

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

.R.

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

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

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

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

.R.

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

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

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

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

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

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

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

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

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

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

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

${\tt GOAL/STRAND} \quad {\tt SD.CCRA} \; {\tt College} \; {\tt and} \; {\tt Career} \; {\tt Readiness} \; {\tt Anchor} \; {\tt Standards} \; {\tt for} \; {\tt Language}$

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

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

ENCHMARK

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

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

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

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

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.

STANDARD

9-10.SL.1.

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/B ENCHMARK		Knowledge of Language
STANDARD	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA Handbook) appropriate for the discipline and writing type.
GOAL/STRAND	SD.9- 10.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	9- 10.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SUPPORTING	9-	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
SKILLS	10.L.4.a.	as a clue to the meaning of a word or phrase.

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

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

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South Dakota Content Standards Language Arts

Grade 10 - Adopted: 2018

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

.R.

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

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

.w.

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

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

.W.

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

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

.w.

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

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

.SL.

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

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

GOAL/STRAND SD.9-10.W.

Writing Standards

INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.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.Rl.4.a.	Figurative, connotative, and technical meanings.
GOAL/STRAND	SD.9- 10.W.	Writing Standards
INDICATOR/BE		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.
STANDARD SUPPORTING	10.W.2.	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
ST AND ARD SUPPORTING SKILLS SUPPORTING	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. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
ST ANDARD SUPPORTING SKILLS SUPPORTING SKILLS	9- 10.W.2.a. 9- 10.W.2.b. 9- 10.W.2.d.	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. 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.
ST ANDARD SUPPORTING SKILLS SUPPORTING SKILLS	9- 10.W.2.a. 9- 10.W.2.b. 9- 10.W.2.d.	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. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD SUPPORTING SKILLS SUPPORTING SKILLS SUPPORTING SKILLS GOAL/STRAND INDICATOR/B	9- 10.W.2.a. 9- 10.W.2.b. 9- 10.W.2.d.	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. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Writing Standards

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

10.L

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