

Main Criteria: University-Ready Writing

Secondary Criteria: South Dakota Content Standards

Subject: Language Arts

Grade: 12

University-Ready Writing

Week 01: Introduction to Essays; KWO Method, p. 9-16

South Dakota Content Standards

Language Arts

Grade 12 - Adopted: 2018

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

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

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

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

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

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

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

GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
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INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD	SD.CCR A.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
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INDICATOR/BE NCHMARK		Range of Writing
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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.
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GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
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INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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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.
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GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
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INDICATOR/BE NCHMARK		Knowledge of Language
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STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
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INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND	SD.11-12.RI.	Reading Standards for Informational Text
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INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	11-12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text to support analysis.
GOAL/STRAND	SD.11-12.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
GOAL/STRAND	SD.11-12.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	11-12.RI.10.	By the end of grade 11, read and comprehend literary nonfiction and informational texts in the grades 11-CCR text complexity band independently and proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction and informational texts at the high end of the grades 11-CCR text complexity band independently and proficiently.
SUPPORTING SKILLS	11-12.RI.10.a.	Read and comprehend grade level texts for academic tasks.
SUPPORTING SKILLS	11-12.RI.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
SUPPORTING SKILLS	11-12.RI.10.c.	Read widely to understand multiple perspectives and diverse viewpoints.
GOAL/STRAND	SD.11-12.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	11-12.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	11-12.W.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
SUPPORTING SKILLS	11-12.W.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
SUPPORTING SKILLS	11-12.W.1.c.	Use transitional words, phrases, and clauses as well as varied syntax 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.
GOAL/STRAND	SD.11-12.W.	Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.
STANDARD	11- 12.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
GOAL/STRAND	SD.11- 12.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	11- 12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
GOAL/STRAND	SD.11- 12.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	11- 12.W.9.	Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	11- 12.W.9.b.	Apply grades 11–12 Reading standards for literary nonfiction to writing.
GOAL/STRAND	SD.11- 12.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	11- 12.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; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.11- 12.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	11- 12.SL.1.	Initiate and participate effectively in a range variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SUPPORTING SKILLS	11- 12.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	11- 12.SL.1.b.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SUPPORTING SKILLS	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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SUPPORTING SKILLS	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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GOAL/STRAND **SD.11-12.L.** **Language**

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	11-12.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS	11-12.L.1.b.	Resolve issues of complex or contested usage, consulting references as needed.
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GOAL/STRAND **SD.11-12.L.** **Language**

INDICATOR/BENCHMARK		Knowledge of Language
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STANDARD	11-12.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. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
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GOAL/STRAND **SD.11-12.L.** **Language**

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	11-12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS	11-12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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SUPPORTING SKILLS	11-12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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GOAL/STRAND **SD.11-12.L.** **Language**

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	11-12.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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Week 02: Stick and Branch Note Taking; Introduction to Precis, p. 17-22

South Dakota Content Standards

Language Arts

Grade 12 - Adopted: 2018

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

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

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

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

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

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

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

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

STANDARD	SD.CCRA A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GOAL/STRAND SD.CCRA .W. College and Career Readiness Anchor Standards for Writing

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCRA 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.CCRA 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.
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STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Range of Writing
STANDARD	SD.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/BENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD	SD.CCR A.SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BENCHMARK		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.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.11- 12.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	11- 12.RL.1.	Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
STANDARD	11- 12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text to support thematic analysis.
GOAL/STRAND	SD.11- 12.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	11- 12.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, including words with multiple meanings or language.
GOAL/STRAND	SD.11- 12.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	11- 12.RL.10.	By the end of grade 11 read and comprehends literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band independently and proficiently, with guidance and support as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
SUPPORTING SKILLS	11- 12.RL.10. a.	Read and comprehend grade level texts for academic tasks.
SUPPORTING SKILLS	11- 12.RL.10. b.	Self-select texts for personal enjoyment, interest, and academic tasks.
SUPPORTING SKILLS	11- 12.RL.10. c.	Read widely to understand multiple perspectives and diverse viewpoints.
GOAL/STRAND	SD.11- 12.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details

STANDARD	11-12.RI.1.	Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
GOAL/STRAND	SD.11-12.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	11-12.RI.6.	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to its overall rhetorical effectiveness.
GOAL/STRAND	SD.11-12.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	11-12.RI.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, verbally, quantitatively) in order to address a question or solve a problem.
GOAL/STRAND	SD.11-12.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	11-12.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	11-12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	11-12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
SUPPORTING SKILLS	11-12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 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.11-12.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	11-12.W.4.	Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.

STANDARD	11-12.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
GOAL/STRAND	SD.11-12.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	11-12.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	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
GOAL/STRAND	SD.11-12.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	11-12.W.9.	Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	11-12.W.9.b.	Apply grades 11–12 Reading standards for literary nonfiction to writing.
GOAL/STRAND	SD.11-12.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	11-12.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; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.11-12.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	11-12.SL.1.	Initiate and participate effectively in a range variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SUPPORTING SKILLS	11-12.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	11-12.SL.1.b.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SUPPORTING SKILLS	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SUPPORTING SKILLS	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
GOAL/STRAND	SD.11-12.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	11-12.SL.3.	Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
GOAL/STRAND	SD.11-12.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	11-12.SL.4.	Present information, findings, and supporting evidence while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
GOAL/STRAND	SD.11-12.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	11-12.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	11-12.L.1.b.	Resolve issues of complex or contested usage, consulting references as needed.
GOAL/STRAND	SD.11-12.L.	Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	11-12.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. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
GOAL/STRAND	SD.11-12.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	11-12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS	11-12.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	11-12.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.11-12.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	11-12.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.

Week 03: Summarize Primary Source, Practice Note Taking, p. 23-30

South Dakota Content Standards

Language Arts

Grade 12 - Adopted: 2018

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Production and Distribution of Writing

STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD	SD.CCR A.SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.11- 12.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	11- 12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text to support analysis.
GOAL/STRAND	SD.11- 12.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	11- 12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
GOAL/STRAND	SD.11- 12.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	11- 12.RI.10.	By the end of grade 11, read and comprehend literary nonfiction and informational texts in the grades 11-CCR text complexity band independently and proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction and informational texts at the high end of the grades 11-CCR text complexity band independently and proficiently.
SUPPORTING SKILLS	11- 12.RI.10.a	Read and comprehend grade level texts for academic tasks.
SUPPORTING SKILLS	11- 12.RI.10.b	Self-select texts for personal enjoyment, interest, and academic tasks.
SUPPORTING SKILLS	11- 12.RI.10.c.	Read widely to understand multiple perspectives and diverse viewpoints.
GOAL/STRAND	SD.11- 12.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	11- 12.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	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

SUPPORTING SKILLS	11-12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
SUPPORTING SKILLS	11-12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 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.11-12.W.** **Writing Standards**

INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD	11-12.W.4.	Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.
STANDARD	11-12.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

GOAL/STRAND **SD.11-12.W.** **Writing Standards**

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	11-12.W.9.	Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.

SUPPORTING SKILLS	11-12.W.9.b.	Apply grades 11–12 Reading standards for literary nonfiction to writing.
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GOAL/STRAND **SD.11-12.W.** **Writing Standards**

INDICATOR/BENCHMARK		Range of Writing
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STANDARD	11-12.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; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND **SD.11-12.SL.** **Speaking and Listening Standards**

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	11-12.SL.1.	Initiate and participate effectively in a range variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SUPPORTING SKILLS	11-12.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	11-12.SL.1.b.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SUPPORTING SKILLS	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SUPPORTING SKILLS	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

GOAL/STRAND **SD.11-12.SL.** **Speaking and Listening Standards**

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	11-12.SL.3.	Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

GOAL/STRAND **SD.11-12.L.** **Language**

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	11-12.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	11-12.L.1.b.	Resolve issues of complex or contested usage, consulting references as needed.

GOAL/STRAND **SD.11-12.L.** **Language**

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	11-12.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. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

GOAL/STRAND **SD.11-12.L.** **Language**

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	11-12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	11-12.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	11-12.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.11-12.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	11-12.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.

Week 04: Basic and Expanded Essay Models; TRIAC, p. 31-34

South Dakota Content Standards

Language Arts

Grade 12 - Adopted: 2018

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		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/BENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD	SD.CCR A.SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.11- 12.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	11- 12.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	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
SUPPORTING SKILLS	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 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.11- 12.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.
STANDARD	11- 12.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
GOAL/STRAND	SD.11- 12.W.	Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
STANDARD	11- 12.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; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.11- 12.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	11- 12.SL.1.	Initiate and participate effectively in a range variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SUPPORTING SKILLS	11- 12.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	11- 12.SL.1.b.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SUPPORTING SKILLS	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SUPPORTING SKILLS	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
GOAL/STRAND	SD.11- 12.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	11- 12.SL.3.	Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
GOAL/STRAND	SD.11- 12.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	11- 12.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	11- 12.L.1.b.	Resolve issues of complex or contested usage, consulting references as needed.
GOAL/STRAND	SD.11- 12.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use

STANDARD	11-12.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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Week 05: Practice Note Taking; Tools of Invention, p. 35-40

South Dakota Content Standards

Language Arts

Grade 12 - Adopted: 2018

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

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

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

INDICATOR/BE NCHMARK		Range of Writing
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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.
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GOAL/STRAND SD.CCRA .SL. College and Career Readiness Anchor Standards for Speaking and Listening

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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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.
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STANDARD	SD.CCR A.SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
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GOAL/STRAND	SD.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
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INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCRA.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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GOAL/STRAND	SD.CCRA.L.	College and Career Readiness Anchor Standards for Language
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INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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GOAL/STRAND	SD.11-12.W.	Writing Standards
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INDICATOR/BENCHMARK		Text Types and Purposes
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STANDARD	11-12.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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SUPPORTING SKILLS	11-12.W.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
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SUPPORTING SKILLS	11-12.W.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
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SUPPORTING SKILLS	11-12.W.1.c.	Use transitional words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
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GOAL/STRAND	SD.11-12.W.	Writing Standards
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INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD	11-12.W.4.	Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.
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STANDARD	11-12.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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GOAL/STRAND	SD.11-12.W.	Writing Standards
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INDICATOR/BENCHMARK		Range of Writing
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STANDARD	11-12.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; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.11-12.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	11-12.SL.1.	Initiate and participate effectively in a range variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SUPPORTING SKILLS	11-12.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	11-12.SL.1.b.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SUPPORTING SKILLS	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SUPPORTING SKILLS	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
GOAL/STRAND	SD.11-12.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	11-12.SL.3.	Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
GOAL/STRAND	SD.11-12.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	11-12.SL.4.	Present information, findings, and supporting evidence while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
GOAL/STRAND	SD.11-12.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	11-12.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS	11-12.L.1.b.	Resolve issues of complex or contested usage, consulting references as needed.
GOAL/STRAND	SD.11-12.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	11-12.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.

Week 06: Vocabulary, Sentence Variety, Literary Devices, p. 41-52

South Dakota Content Standards

Language Arts

Grade 12 - Adopted: 2018

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GOAL/STRAND	SD.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA.L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND **SD.11-12.W.** **Writing Standards**

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	11-12.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	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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GOAL/STRAND **SD.11-12.W.** **Writing Standards**

INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD	11-12.W.4.	Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.
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GOAL/STRAND **SD.11-12.SL.** **Speaking and Listening Standards**

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	11-12.SL.1.	Initiate and participate effectively in a range variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SUPPORTING SKILLS	11-12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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SUPPORTING SKILLS	11-12.SL.1.b.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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SUPPORTING SKILLS	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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Week 07: Practice Note Taking; Inventive Writing, p. 53-60

South Dakota Content Standards

Language Arts
Grade 12 - Adopted: 2018

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

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

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.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.
STANDARD	SD.CCR A.SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		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.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use

STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.11- 12.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	11- 12.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	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
SUPPORTING SKILLS	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 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.11- 12.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.
STANDARD	11- 12.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
GOAL/STRAND	SD.11- 12.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	11- 12.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; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.11- 12.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration

STANDARD	11-12.SL.1.	Initiate and participate effectively in a range variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SUPPORTING SKILLS	11-12.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	11-12.SL.1.b.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SUPPORTING SKILLS	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SUPPORTING SKILLS	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
GOAL/STRAND	SD.11-12.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	11-12.SL.3.	Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
GOAL/STRAND	SD.11-12.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	11-12.SL.4.	Present information, findings, and supporting evidence while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
GOAL/STRAND	SD.11-12.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	11-12.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	11-12.L.1.b.	Resolve issues of complex or contested usage, consulting references as needed.
GOAL/STRAND	SD.11-12.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use

STANDARD	11-12.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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Week 08: Write from Multiple Sources, Citations Using MLA Style, p. 61-78

South Dakota Content Standards

Language Arts

Grade 12 - Adopted: 2018

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

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

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

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

INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCRA 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.CCRA A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GOAL/STRAND SD.CCRA .W. College and Career Readiness Anchor Standards for Writing

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
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STANDARD	SD.CCR A.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		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/BENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD	SD.CCR A.SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND **SD.11-12.RI.** **Reading Standards for Informational Text**

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	11-12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text to support analysis.
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GOAL/STRAND **SD.11-12.RI.** **Reading Standards for Informational Text**

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
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GOAL/STRAND **SD.11-12.RI.** **Reading Standards for Informational Text**

INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
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STANDARD	11-12.RI.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, verbally, quantitatively) in order to address a question or solve a problem.
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GOAL/STRAND **SD.11-12.RI.** **Reading Standards for Informational Text**

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	11-12.RI.10.	By the end of grade 11, read and comprehend literary nonfiction and informational texts in the grades 11-CCR text complexity band independently and proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction and informational texts at the high end of the grades 11-CCR text complexity band independently and proficiently.
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SUPPORTING SKILLS	11-12.RI.10.a	Read and comprehend grade level texts for academic tasks.
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SUPPORTING SKILLS	11-12.RI.10.b	Self-select texts for personal enjoyment, interest, and academic tasks.
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SUPPORTING SKILLS	11-12.RI.10.c.	Read widely to understand multiple perspectives and diverse viewpoints.
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GOAL/STRAND **SD.11-12.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD	11-12.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.
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SUPPORTING SKILLS	11-12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	11-12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
SUPPORTING SKILLS	11-12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 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.11-12.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	11-12.W.4.	Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.
STANDARD	11-12.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
GOAL/STRAND	SD.11-12.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
GOAL/STRAND	SD.11-12.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	11-12.W.9.	Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	11-12.W.9.b.	Apply grades 11–12 Reading standards for literary nonfiction to writing.
GOAL/STRAND	SD.11-12.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing

STANDARD	11-12.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; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.11-12.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	11-12.SL.1.	Initiate and participate effectively in a range variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SUPPORTING SKILLS	11-12.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	11-12.SL.1.b.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SUPPORTING SKILLS	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SUPPORTING SKILLS	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
GOAL/STRAND	SD.11-12.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	11-12.SL.3.	Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
GOAL/STRAND	SD.11-12.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	11-12.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	11-12.L.1.b.	Resolve issues of complex or contested usage, consulting references as needed.
GOAL/STRAND	SD.11-12.L.	Language
INDICATOR/BENCHMARK		Knowledge of Language

STANDARD	11-12.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. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
GOAL/STRAND	SD.11-12.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	11-12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS	11-12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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SUPPORTING SKILLS	11-12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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GOAL/STRAND	SD.11-12.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use

STANDARD	11-12.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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Week 09: Academic Research Bases, Citations Using APA Style, p. 79-84

South Dakota Content Standards

Language Arts

Grade 12 - Adopted: 2018

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

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

STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
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INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCR A.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.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.
STANDARD	SD.CCR A.SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
GOAL/STRAND	SD.11- 12.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Integration of Knowledge and Ideas
STANDARD	11- 12.RI.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, verbally, quantitatively) in order to address a question or solve a problem.
GOAL/STRAND	SD.11- 12.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	11- 12.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	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

GOAL/STRAND **SD.11-12.W.** **Writing Standards**

INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD	11-12.W.4.	Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.
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GOAL/STRAND **SD.11-12.W.** **Writing Standards**

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
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STANDARD	11-12.W.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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GOAL/STRAND **SD.11-12.W.** **Writing Standards**

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
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STANDARD	11-12.W.9.	Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.
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SUPPORTING SKILLS	11-12.W.9.b.	Apply grades 11–12 Reading standards for literary nonfiction to writing.
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GOAL/STRAND **SD.11-12.W.** **Writing Standards**

INDICATOR/BENCHMARK		Range of Writing
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STANDARD	11-12.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; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND **SD.11-12.SL.** **Speaking and Listening Standards**

INDICATOR/BENCHMARK		Comprehension and Collaboration
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STANDARD	11-12.SL.1.	Initiate and participate effectively in a range variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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SUPPORTING SKILLS	11-12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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SUPPORTING SKILLS	11-12.SL.1.b.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SUPPORTING SKILLS	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SUPPORTING SKILLS	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
GOAL/STRAND	SD.11-12.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	11-12.SL.3.	Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Week 10: Thesis Statement; Abstract, p. 84-98

South Dakota Content Standards

Language Arts

Grade 12 - Adopted: 2018

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Range of Writing
STANDARD	SD.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/BENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD	SD.CCR A.SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		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.11-12.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	11-12.RI.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, verbally, quantitatively) in order to address a question or solve a problem.
GOAL/STRAND	SD.11-12.W.	Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	11- 12.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	11- 12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	11- 12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
SUPPORTING SKILLS	11- 12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 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.11- 12.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.
STANDARD	11- 12.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
GOAL/STRAND	SD.11- 12.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	11- 12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
GOAL/STRAND	SD.11- 12.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	11- 12.W.9.	Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	11- 12.W.9.b.	Apply grades 11–12 Reading standards for literary nonfiction to writing.

GOAL/STRAND **SD.11-12.W.** **Writing Standards**

INDICATOR/BENCHMARK		Range of Writing
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STANDARD	11-12.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; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND **SD.11-12.SL.** **Speaking and Listening Standards**

INDICATOR/BENCHMARK		Comprehension and Collaboration
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STANDARD	11-12.SL.1.	Initiate and participate effectively in a range variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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SUPPORTING SKILLS	11-12.SL.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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SUPPORTING SKILLS	11-12.SL.1.b.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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SUPPORTING SKILLS	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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SUPPORTING SKILLS	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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GOAL/STRAND **SD.11-12.SL.** **Speaking and Listening Standards**

INDICATOR/BENCHMARK		Comprehension and Collaboration
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STANDARD	11-12.SL.3.	Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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GOAL/STRAND **SD.11-12.L.** **Language**

INDICATOR/BENCHMARK		Conventions of Standard English
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STANDARD	11-12.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	11-12.L.1.b.	Resolve issues of complex or contested usage, consulting references as needed.
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GOAL/STRAND **SD.11-12.L.** **Language**

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	11- 12.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.

Week 11: Story Types; Response to Literature Vocabulary, p. 99-110

South Dakota Content Standards

Language Arts

Grade 12 - Adopted: 2018

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

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

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

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

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

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

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

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

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

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD	SD.CCR A.SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.11- 12.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	11- 12.RL.1.	Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
STANDARD	11- 12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text to support thematic analysis.
STANDARD	11- 12.RL.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
GOAL/STRAND	SD.11- 12.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	11- 12.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, including words with multiple meanings or language.
STANDARD	11- 12.RL.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	11- 12.RL.6.	Analyze how point of view and/or author purpose requires distinguishing what is directly stated in text and what is implied.
GOAL/STRAND	SD.11- 12.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	11- 12.RL.10.	By the end of grade 11 read and comprehends literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band independently and proficiently, with guidance and support as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
SUPPORTING SKILLS	11- 12.RL.10. a.	Read and comprehend grade level texts for academic tasks.
SUPPORTING SKILLS	11- 12.RL.10. b.	Self-select texts for personal enjoyment, interest, and academic tasks.

SUPPORTING SKILLS	11-12.RL.10.c.	Read widely to understand multiple perspectives and diverse viewpoints.
GOAL/STRAND	SD.11-12.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	11-12.RI.1.	Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
GOAL/STRAND	SD.11-12.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	11-12.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	11-12.W.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	11-12.W.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SUPPORTING SKILLS	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
SUPPORTING SKILLS	11-12.W.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 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.11-12.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	11-12.W.4.	Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.
STANDARD	11-12.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
GOAL/STRAND	SD.11-12.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing

STANDARD	11-12.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; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.11-12.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	11-12.SL.1.	Initiate and participate effectively in a range variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SUPPORTING SKILLS	11-12.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	11-12.SL.1.b.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SUPPORTING SKILLS	11-12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SUPPORTING SKILLS	11-12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
GOAL/STRAND	SD.11-12.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	11-12.SL.3.	Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
GOAL/STRAND	SD.11-12.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	11-12.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	11-12.L.1.b.	Resolve issues of complex or contested usage, consulting references as needed.
GOAL/STRAND	SD.11-12.L.	Language
INDICATOR/BENCHMARK		Knowledge of Language

STANDARD	11-12.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. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
GOAL/STRAND	SD.11-12.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	11-12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS	11-12.L.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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SUPPORTING SKILLS	11-12.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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GOAL/STRAND	SD.11-12.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use

STANDARD	11-12.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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Week 12: Analyze Writing Style; On-Demand Essays, p. 111-122

South Dakota Content Standards

Language Arts

Grade 12 - Adopted: 2018

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

STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	SD.CCR A.R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		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/BENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD	SD.CCR A.SL.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
GOAL/STRAND	SD.11- 12.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	11- 12.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, including words with multiple meanings or language.
GOAL/STRAND	SD.11- 12.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	11- 12.RL.9.	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American or World literature, including how two or more texts from the same period treat similar themes or topics.
GOAL/STRAND	SD.11- 12.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	11- 12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text to support analysis.

GOAL/STRAND **SD.11-12.RI.** **Reading Standards for Informational Text**

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
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GOAL/STRAND **SD.11-12.RI.** **Reading Standards for Informational Text**

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	11-12.RI.10.	By the end of grade 11, read and comprehend literary nonfiction and informational texts in the grades 11-CCR text complexity band independently and proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction and informational texts at the high end of the grades 11-CCR text complexity band independently and proficiently.
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SUPPORTING SKILLS	11-12.RI.10.a.	Read and comprehend grade level texts for academic tasks.
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SUPPORTING SKILLS	11-12.RI.10.b.	Self-select texts for personal enjoyment, interest, and academic tasks.
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SUPPORTING SKILLS	11-12.RI.10.c.	Read widely to understand multiple perspectives and diverse viewpoints.
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GOAL/STRAND **SD.11-12.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD	11-12.W.3.	Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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SUPPORTING SKILLS	11-12.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
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SUPPORTING SKILLS	11-12.W.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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SUPPORTING SKILLS	11-12.W.3.d.	Use precise words and phrases, telling details, figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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SUPPORTING SKILLS	11-12.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.
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GOAL/STRAND **SD.11-12.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	11- 12.W.4.	Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.
STANDARD	11- 12.W.5.	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
GOAL/STRAND	SD.11- 12.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	11- 12.W.9.	Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	11- 12.W.9.b.	Apply grades 11–12 Reading standards for literary nonfiction to writing.
GOAL/STRAND	SD.11- 12.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	11- 12.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; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.11- 12.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	11- 12.SL.1.	Initiate and participate effectively in a range variety of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SUPPORTING SKILLS	11- 12.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	11- 12.SL.1.b.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SUPPORTING SKILLS	11- 12.SL.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SUPPORTING SKILLS	11- 12.SL.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
GOAL/STRAND	SD.11- 12.SL.	Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	11- 12.SL.3.	Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
GOAL/STRAND	SD.11- 12.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	11- 12.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	11- 12.L.1.b.	Resolve issues of complex or contested usage, consulting references as needed.
GOAL/STRAND	SD.11- 12.L.	Language
INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	11-12.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. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
GOAL/STRAND	SD.11- 12.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	11- 12.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	11- 12.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	11- 12.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.11- 12.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	11- 12.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.