

Main Criteria: Voyages in Writing

Secondary Criteria: South Dakota Content Standards

Subject: Language Arts

Grade: 8

Voyages in Writing

Lesson 01: Unit 1 Note Making and Outlines, pp. 11-18

South Dakota Content Standards

Language Arts

Grade 8 - 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.CCRA.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 .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		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/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.8.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
SUPPORTING SKILLS	8.RL.10.b	Self-select texts for personal enjoyment, interest and academic tasks.

GOAL/STRAND **SD.8.RI.** **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Key Ideas and Details
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STANDARD	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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GOAL/STRAND **SD.8.RI.** **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Key Ideas and Details
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STANDARD	8.RI.2.	Determine a central idea of a text
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SUPPORTING SKILLS	8.RI.2.a.	Analyze its development over the course of the text, including its relationship to supporting ideas.
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SUPPORTING SKILLS	8.RI.2.b.	Provide an objective summary of the text.
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GOAL/STRAND **SD.8.RI.** **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Craft and Structure
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STANDARD	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how specific word choices, including analogies or allusions to other texts on affect meaning and tone.
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GOAL/STRAND **SD.8.RI.** **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	8.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently.
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SUPPORTING SKILLS	8.RI.10.a.	Read and comprehend with proficiency at grade level.
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GOAL/STRAND **SD.8.W.** **Writing Standards**

INDICATOR/BENCHMARK		Text Types and Purposes
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STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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GOAL/STRAND **SD.8.W.** **Writing Standards**

INDICATOR/BENCHMARK		Text Types and Purposes
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STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use

STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
SUPPORTING SKILLS	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 02: Unit 2 Writing from Notes, pp. 19-28

South Dakota Content Standards

Language Arts

Grade 8 - 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
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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.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
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INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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.
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
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INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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.8.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
SUPPORTING SKILLS	8.RL.10.b .	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.8.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	SD.8.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	8.RI.2.	Determine a central idea of a text
SUPPORTING SKILLS	8.RI.2.a.	Analyze its development over the course of the text, including its relationship to supporting ideas.
SUPPORTING SKILLS	8.RI.2.b.	Provide an objective summary of the text.
GOAL/STRAND	SD.8.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how specific word choices, including analogies or allusions to other texts on affect meaning and tone.

GOAL/STRAND **SD.8.RI.** **Reading Standards for Informational Text**

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	8.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently.

SUPPORTING SKILLS 8.RI.10.a. Read and comprehend with proficiency at grade level.

GOAL/STRAND **SD.8.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SUPPORTING SKILLS 8.W.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SUPPORTING SKILLS 8.W.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SUPPORTING SKILLS 8.W.2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

SUPPORTING SKILLS 8.W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUPPORTING SKILLS 8.W.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

GOAL/STRAND **SD.8.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

SUPPORTING SKILLS 8.W.3.d. Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.

GOAL/STRAND **SD.8.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD 8.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD 8.W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

STANDARD	8.W.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	SD.8.L.	Language

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
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SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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GOAL/STRAND **SD.8.L.** **Language**

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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GOAL/STRAND **SD.8.L.** **Language**

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.
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SUPPORTING SKILLS	8.L.4.b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).
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SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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SUPPORTING SKILLS	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
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GOAL/STRAND **SD.8.L.** **Language**

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SUPPORTING SKILLS	8.L.5.b.	Use the relationship between particular words to better understand each of the words.
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GOAL/STRAND **SD.8.L.** **Language**

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 03: Unit 3 Retelling Narrative Stories, pp. 29-36

South Dakota Content Standards

Language Arts

Grade 8 - Adopted: 2018

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	SD.CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/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.8.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	SD.8.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	8.RL.2.	Determine a theme or central idea(s) of a text and
SUPPORTING SKILLS	8.RL.2.a.	Analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
GOAL/STRAND	SD.8.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, figurative and connotative meanings; analyze how specific word choices, including sound devices, analogies or allusions to other texts, affect meaning and tone.
GOAL/STRAND	SD.8.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
SUPPORTING SKILLS	8.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	8.RL.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GOAL/STRAND	SD.8.W.	Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	8.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
SUPPORTING SKILLS	8.W.3.b.	Use narrative and literary techniques, such as dialogue, pacing, rhythm, description, and reflection, to develop experiences, events, and/or characters.
SUPPORTING SKILLS	8.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
SUPPORTING SKILLS	8.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events (when appropriate to genre).
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD	8.W.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing

STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

GOAL/STRAND SD.8.L. Language

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	8.L.4.b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).
SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
SUPPORTING SKILLS	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.

GOAL/STRAND SD.8.L. Language

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
SUPPORTING SKILLS	8.L.5.a.	Interpret figures of speech (e.g. verbal irony, puns) in context.
SUPPORTING SKILLS	8.L.5.b.	Use the relationship between particular words to better understand each of the words.

GOAL/STRAND SD.8.L. Language

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 04: Unit 3 Retelling Narrative Stories, pp. 37-44

South Dakota Content Standards

Language Arts

Grade 8 - 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.

GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
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INDICATOR/BE NCHMARK		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.
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
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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.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
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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.
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
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INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
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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.8.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	8.RL.2.	Determine a theme or central idea(s) of a text and
SUPPORTING SKILLS	8.RL.2.b.	Provide an objective summary of the text.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	8.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
SUPPORTING SKILLS	8.W.3.b.	Use narrative and literary techniques, such as dialogue, pacing, rhythm, description, and reflection, to develop experiences, events, and/or characters.
SUPPORTING SKILLS	8.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
SUPPORTING SKILLS	8.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events (when appropriate to genre).
GOAL/STRAND	SD.8.W.	Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD	8.W.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English

STANDARD	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
SUPPORTING SKILLS	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 05: Unit 3 Retelling Narrative Stories, pp. 44-52

South Dakota Content Standards

Language Arts

Grade 8 - 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.

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

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

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

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

GOAL/STRAND **SD.CCRA** **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.8.RL.** **Reading Standards for Literature**

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	8.RL.2.	Determine a theme or central idea(s) of a text and
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SUPPORTING SKILLS	8.RL.2.b.	Provide an objective summary of the text.
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GOAL/STRAND **SD.8.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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GOAL/STRAND **SD.8.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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SUPPORTING SKILLS	8.W.3.a.	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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SUPPORTING SKILLS	8.W.3.b.	Use narrative and literary techniques, such as dialogue, pacing, rhythm, description, and reflection, to develop experiences, events, and/or characters.
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SUPPORTING SKILLS	8.W.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
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SUPPORTING SKILLS	8.W.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events (when appropriate to genre).
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GOAL/STRAND **SD.8.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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STANDARD	8.W.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
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GOAL/STRAND **SD.8.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND **SD.8.SL.** **Speaking and Listening Standards**

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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GOAL/STRAND **SD.8.SL.** **Speaking and Listening Standards**

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
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STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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GOAL/STRAND **SD.8.L.** **Language**

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
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SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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GOAL/STRAND	SD.8.L.	Language
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INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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GOAL/STRAND	SD.8.L.	Language
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INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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SUPPORTING SKILLS	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
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GOAL/STRAND	SD.8.L.	Language
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INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 06: Unit 4 Summarizing a Reference, pp. 53-60

South Dakota Content Standards

Language Arts

Grade 8 - Adopted: 2018

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
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INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCR A.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/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.8.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

SUPPORTING SKILLS	8.RL.10.b	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.8.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	SD.8.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	8.RI.2.	Determine a central idea of a text
SUPPORTING SKILLS	8.RI.2.a.	Analyze its development over the course of the text, including its relationship to supporting ideas.
SUPPORTING SKILLS	8.RI.2.b.	Provide an objective summary of the text.
GOAL/STRAND	SD.8.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how specific word choices, including analogies or allusions to other texts on affect meaning and tone.
GOAL/STRAND	SD.8.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	8.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently.
SUPPORTING SKILLS	8.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD	8.W.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.

SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English

STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SUPPORTING SKILLS 8.L.2.a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

GOAL/STRAND **SD.8.L.** **Language**

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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SUPPORTING SKILLS 8.L.4.a. Use context as a clue to the meaning of a word or phrase.

SUPPORTING SKILLS 8.L.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).

SUPPORTING SKILLS 8.L.4.c. Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

SUPPORTING SKILLS 8.L.4.d. Verify the preliminary determination of the meaning of a word or phrase.

GOAL/STRAND **SD.8.L.** **Language**

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	8.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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SUPPORTING SKILLS 8.L.5.b. Use the relationship between particular words to better understand each of the words.

GOAL/STRAND **SD.8.L.** **Language**

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD 8.L.6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 07: Unit 4 Summarizing a Reference, pp. 61-70

South Dakota Content Standards

Language Arts

Grade 8 - 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.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCR A.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/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.8.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

SUPPORTING SKILLS	8.RL.10.b	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.8.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	SD.8.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	8.RI.2.	Determine a central idea of a text
SUPPORTING SKILLS	8.RI.2.a.	Analyze its development over the course of the text, including its relationship to supporting ideas.
SUPPORTING SKILLS	8.RI.2.b.	Provide an objective summary of the text.
GOAL/STRAND	SD.8.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how specific word choices, including analogies or allusions to other texts on affect meaning and tone.
GOAL/STRAND	SD.8.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	8.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently.
SUPPORTING SKILLS	8.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD	8.W.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.

SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	SD.8.L.	Language

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS 8.L.2.a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

GOAL/STRAND **SD.8.L.** **Language**

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS 8.L.4.a. Use context as a clue to the meaning of a word or phrase.

SUPPORTING SKILLS 8.L.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).

SUPPORTING SKILLS 8.L.4.c. Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

SUPPORTING SKILLS 8.L.4.d. Verify the preliminary determination of the meaning of a word or phrase.

GOAL/STRAND **SD.8.L.** **Language**

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SUPPORTING SKILLS 8.L.5.b. Use the relationship between particular words to better understand each of the words.

GOAL/STRAND **SD.8.L.** **Language**

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade 8 - Adopted: 2018

GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Reading**
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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		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCR A.W.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/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.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/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.8.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
SUPPORTING SKILLS	8.RL.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.

GOAL/STRAND SD.8.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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GOAL/STRAND SD.8.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	8.RI.2.	Determine a central idea of a text
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SUPPORTING SKILLS	8.RI.2.a.	Analyze its development over the course of the text, including its relationship to supporting ideas.
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SUPPORTING SKILLS	8.RI.2.b.	Provide an objective summary of the text.
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GOAL/STRAND SD.8.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how specific word choices, including analogies or allusions to other texts on affect meaning and tone.
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GOAL/STRAND SD.8.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	8.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently.
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SUPPORTING SKILLS	8.RI.10.a.	Read and comprehend with proficiency at grade level.
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GOAL/STRAND SD.8.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD	8.W.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

GOAL/STRAND **SD.8.SL.** **Speaking and Listening Standards**

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
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STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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GOAL/STRAND **SD.8.L.** **Language**

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS	8.L.1.a.	Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

GOAL/STRAND **SD.8.L.** **Language**

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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GOAL/STRAND **SD.8.L.** **Language**

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.
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SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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SUPPORTING SKILLS	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
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GOAL/STRAND	SD.8.L.	Language
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INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SUPPORTING SKILLS	8.L.5.b.	Use the relationship between particular words to better understand each of the words.
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GOAL/STRAND	SD.8.L.	Language
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INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 09: Unit 5 Writing from Pictures, pp. 83-92

South Dakota Content Standards

Language Arts

Grade 8 - Adopted: 2018

GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
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INDICATOR/BE NCHMARK		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
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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.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		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.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/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.8.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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GOAL/STRAND **SD.8.W.** **Writing Standards**

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
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GOAL/STRAND **SD.8.W.** **Writing Standards**

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

STANDARD	8.W.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
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GOAL/STRAND **SD.8.W.** **Writing Standards**

INDICATOR/BENCHMARK		Range of Writing
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND **SD.8.SL.** **Speaking and Listening Standards**

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

SUPPORTING SKILLS	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
SUPPORTING SKILLS	8.L.5.b.	Use the relationship between particular words to better understand each of the words.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 10: Unit 5 Writing from Pictures, pp. 93-100

South Dakota Content Standards

Language Arts

Grade 8 - 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.
STANDARD	SD.CCRA.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		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.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/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.8.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

GOAL/STRAND **SD.8.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
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GOAL/STRAND **SD.8.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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STANDARD	8.W.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
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GOAL/STRAND **SD.8.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND **SD.8.SL.** **Speaking and Listening Standards**

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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GOAL/STRAND **SD.8.SL.** **Speaking and Listening Standards**

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
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STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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GOAL/STRAND **SD.8.L.** **Language**

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
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SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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GOAL/STRAND **SD.8.L.** **Language**

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SUPPORTING SKILLS	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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GOAL/STRAND **SD.8.L.** **Language**

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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SUPPORTING SKILLS	8.L.4.b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).
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SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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SUPPORTING SKILLS	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
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GOAL/STRAND **SD.8.L.** **Language**

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	8.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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SUPPORTING SKILLS	8.L.5.b.	Use the relationship between particular words to better understand each of the words.
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GOAL/STRAND	SD.8.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 11: Unit 6 Summarizing Multiple References, pp. 101-112

South Dakota Content Standards

Language Arts

Grade 8 - 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		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

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

GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

STANDARD	SD.CCR A.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCR A.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.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 .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.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/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
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STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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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.8.RL.** **Reading Standards for Literature**

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
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SUPPORTING SKILLS	8.RL.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
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GOAL/STRAND **SD.8.RI.** **Reading Standards for Informational Text**

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	8.RI.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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GOAL/STRAND **SD.8.RI.** **Reading Standards for Informational Text**

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	8.RI.2.	Determine a central idea of a text
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SUPPORTING SKILLS	8.RI.2.a.	Analyze its development over the course of the text, including its relationship to supporting ideas.
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SUPPORTING SKILLS	8.RI.2.b.	Provide an objective summary of the text.
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GOAL/STRAND **SD.8.RI.** **Reading Standards for Informational Text**

INDICATOR/BE NCHMARK		Craft and Structure
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STANDARD	8.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how specific word choices, including analogies or allusions to other texts on affect meaning and tone.
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GOAL/STRAND **SD.8.RI.** **Reading Standards for Informational Text**

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	8.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently.
SUPPORTING SKILLS	8.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts

GOAL/STRAND SD.8.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.8.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
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STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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GOAL/STRAND SD.8.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
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STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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GOAL/STRAND SD.8.L. Language

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SUPPORTING SKILLS	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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GOAL/STRAND SD.8.L. Language

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.
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SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
SUPPORTING SKILLS	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
SUPPORTING SKILLS	8.L.5.b.	Use the relationship between particular words to better understand each of the words.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 12: Unit 6 Summarizing Multiple References, pp. 113-118

South Dakota Content Standards

Language Arts

Grade 8 - 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.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

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

GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
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INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
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INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCRA.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

GOAL/STRAND	SD.8.W.	Writing Standards
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INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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GOAL/STRAND **SD.8.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
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GOAL/STRAND **SD.8.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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STANDARD	8.W.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
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GOAL/STRAND **SD.8.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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GOAL/STRAND **SD.8.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
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SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
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GOAL/STRAND **SD.8.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND **SD.8.SL.** **Speaking and Listening Standards**

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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GOAL/STRAND **SD.8.SL.** **Speaking and Listening Standards**

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
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STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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GOAL/STRAND **SD.8.L.** **Language**

INDICATOR/BE NCHMARK		Conventions of Standard English
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STANDARD	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
SUPPORTING SKILLS	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 13: Unit 6 Summarizing Multiple References, pp. 119-124

South Dakota Content Standards

Language Arts

Grade 8 - 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.

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
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INDICATOR/BE NCHMARK		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
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INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD	SD.CCRA A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
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INDICATOR/BE NCHMARK		Production and Distribution of Writing
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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
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INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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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.
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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.CCRA A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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.CCRA 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.CCRA 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.
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		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/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.8.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	8.RI.2.	Determine a central idea of a text
SUPPORTING SKILLS	8.RI.2.b.	Provide an objective summary of the text.
GOAL/STRAND	SD.8.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	8.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently.
SUPPORTING SKILLS	8.RI.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	SD.8.W.	Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.8.	Gather relevant information from multiple print and digital sources.
SUPPORTING SKILLS	8.W.8.b.	Assess the credibility and accuracy of each source.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

GOAL/STRAND SD.8.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
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STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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GOAL/STRAND SD.8.L. Language

INDICATOR/BENCHMARK		Conventions of Standard English
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STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SUPPORTING SKILLS	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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GOAL/STRAND SD.8.L. Language

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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SUPPORTING SKILLS	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
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GOAL/STRAND SD.8.L. Language

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 14: Unit 6 Summarizing Multiple References, pp. 125-130

South Dakota Content Standards

Language Arts

Grade 8 - Adopted: 2018

GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
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INDICATOR/BE NCHMARK		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
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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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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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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.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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STANDARD	SD.CCR A.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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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GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
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INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/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.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	SD.8.W.	Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD	8.W.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
SUPPORTING SKILLS	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
GOAL/STRAND	SD.8.L.	Language

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
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STANDARD	SD.CCR A.SL.5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/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.8.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	SD.8.L.	Language

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	8.L.4.b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).
SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
SUPPORTING SKILLS	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
SUPPORTING SKILLS	8.L.5.b.	Use the relationship between particular words to better understand each of the words.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

INDICATOR/BE NCHMARK		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** **College and Career Readiness Anchor Standards for Writing**
.W.

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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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Writing**
.W.

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

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD	SD.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** **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

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

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/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.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	SD.8.W.	Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD	8.W.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

GOAL/STRAND **SD.8.W.** **Writing Standards**

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

GOAL/STRAND **SD.8.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.

SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
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GOAL/STRAND **SD.8.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Range of Writing
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND **SD.8.SL.** **Speaking and Listening Standards**

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
SUPPORTING SKILLS	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
GOAL/STRAND	SD.8.L.	Language

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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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.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
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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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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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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
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.
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GOAL/STRAND **SD.CCRA** **College and Career Readiness Anchor Standards for Language**
.L.

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

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

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.
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GOAL/STRAND **SD.8.RI.** **Reading Standards for Informational Text**

INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	8.RI.2.	Determine a central idea of a text

SUPPORTING SKILLS	8.RI.2.b.	Provide an objective summary of the text.
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GOAL/STRAND **SD.8.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD	8.W.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.8.	Gather relevant information from multiple print and digital sources.
SUPPORTING SKILLS	8.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration

STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

SUPPORTING SKILLS	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

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

GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
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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
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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
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INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
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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.8.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	8.RI.3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
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GOAL/STRAND SD.8.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	8.RI.10.	By the end of the year, read and comprehend literary nonfiction and informational text in the grades 6–8 text complexity band independently and proficiently.
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SUPPORTING SKILLS	8.RI.10.a.	Read and comprehend with proficiency at grade level.
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GOAL/STRAND SD.8.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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GOAL/STRAND SD.8.W. Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
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STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
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GOAL/STRAND SD.8.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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GOAL/STRAND SD.8.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.8.	Gather relevant information from multiple print and digital sources.
SUPPORTING SKILLS	8.W.8.b.	Assess the credibility and accuracy of each source.
SUPPORTING SKILLS	8.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
SUPPORTING SKILLS	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade 8 - Adopted: 2018

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

INDICATOR/BENCHMARK		Key Ideas and Details
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STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCR A.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/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.
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.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/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.8.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	8.RI.2.	Determine a central idea of a text
SUPPORTING SKILLS	8.RI.2.b.	Provide an objective summary of the text.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD	8.W.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.8.	Gather relevant information from multiple print and digital sources.
SUPPORTING SKILLS	8.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	8.L.1.a.	Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.

SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
SUPPORTING SKILLS	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 20: Unit 8 Formal Essay Models, pp. 171-178

South Dakota Content Standards

Language Arts

Grade 8 - 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.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes

STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.W.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.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language

INDICATOR/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.8.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	8.RI.2.	Determine a central idea of a text
SUPPORTING SKILLS	8.RI.2.b.	Provide an objective summary of the text.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	SD.8.W.	Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD	8.W.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

GOAL/STRAND SD.8.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

GOAL/STRAND SD.8.W. Writing Standards

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

GOAL/STRAND SD.8.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.8.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	8.L.1.a.	Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
SUPPORTING SKILLS	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
GOAL/STRAND	SD.8.L.	Language

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 21: Unit 8 Formal Essay Models, pp. 179-184

South Dakota Content Standards

Language Arts

Grade 8 - Adopted: 2018

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

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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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.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
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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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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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GOAL/STRAND SD.CCRA .W. College and Career Readiness Anchor Standards for Writing

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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STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
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INDICATOR/BENCHMARK		Range of Writing
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STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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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		Comprehension and Collaboration
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STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD	SD.CCRA.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/BENCHMARK		Conventions of Standard English
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STANDARD	SD.CCRA.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.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.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.8.RI.	Reading Standards for Informational Text
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INDICATOR/BENCHMARK		Key Ideas and Details
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STANDARD	8.RI.2.	Determine a central idea of a text
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SUPPORTING SKILLS	8.RI.2.b.	Provide an objective summary of the text.
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GOAL/STRAND	SD.8.W.	Writing Standards
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INDICATOR/BENCHMARK		Text Types and Purposes
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STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD	8.W.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

GOAL/STRAND SD.8.W. Writing Standards

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

SUPPORTING SKILLS	8.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GOAL/STRAND SD.8.W. Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
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SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
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GOAL/STRAND SD.8.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.8.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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GOAL/STRAND SD.8.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
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STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	8.L.1.a.	Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	8.L.4.b.	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).
SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
SUPPORTING SKILLS	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
SUPPORTING SKILLS	8.L.5.b.	Use the relationship between particular words to better understand each of the words.

GOAL/STRAND	SD.8.L.	Language
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INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 22: Unit 9 Formal Critique, pp. 185-200

South Dakota Content Standards

Language Arts

Grade 8 - Adopted: 2018

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
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INDICATOR/BE NCHMARK		Key Ideas and Details
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
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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
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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
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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
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INDICATOR/BENCHMARK		Range of Writing
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STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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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		Comprehension and Collaboration
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STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD	SD.CCRA.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/BENCHMARK		Conventions of Standard English
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STANDARD	SD.CCRA.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GOAL/STRAND	SD.CCRA.L.	College and Career Readiness Anchor Standards for Language
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INDICATOR/BENCHMARK		Knowledge of Language
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STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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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.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.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.8.RL.	Reading Standards for Literature
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INDICATOR/BENCHMARK		Key Ideas and Details
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STANDARD	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	SD.8.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	8.RL.2.	Determine a theme or central idea(s) of a text and
SUPPORTING SKILLS	8.RL.2.a.	Analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
GOAL/STRAND	SD.8.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, figurative and connotative meanings; analyze how specific word choices, including sound devices, analogies or allusions to other texts, affect meaning and tone.
GOAL/STRAND	SD.8.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
SUPPORTING SKILLS	8.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	8.RL.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.8.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	8.RI.2.	Determine a central idea of a text
SUPPORTING SKILLS	8.RI.2.b.	Provide an objective summary of the text.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.e.	Establish and maintain a formal style.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing

STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

GOAL/STRAND SD.8.L. Language

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.
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SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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SUPPORTING SKILLS	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
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GOAL/STRAND SD.8.L. Language

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
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STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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South Dakota Content Standards

Language Arts

Grade 8 - Adopted: 2018

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

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

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

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.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.
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.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/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.8.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	8.RL.2.	Determine a theme or central idea(s) of a text and
SUPPORTING SKILLS	8.RL.2.a.	Analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
GOAL/STRAND	SD.8.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
SUPPORTING SKILLS	8.RL.10.a.	Read and comprehend with proficiency at grade level.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD	8.W.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.8.	Gather relevant information from multiple print and digital sources.
SUPPORTING SKILLS	8.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
SUPPORTING SKILLS	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade 8 - 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.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND SD.CCRA .R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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GOAL/STRAND SD.CCRA .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/BENCHMARK		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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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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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.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.
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.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/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.8.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	SD.8.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	8.RL.2.	Determine a theme or central idea(s) of a text and
SUPPORTING SKILLS	8.RL.2.a.	Analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
GOAL/STRAND	SD.8.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, figurative and connotative meanings; analyze how specific word choices, including sound devices, analogies or allusions to other texts, affect meaning and tone.
GOAL/STRAND	SD.8.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
SUPPORTING SKILLS	8.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	8.RL.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.8.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	8.RI.2.	Determine a central idea of a text
SUPPORTING SKILLS	8.RI.2.b.	Provide an objective summary of the text.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes

STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

GOAL/STRAND **SD.8.W.** **Writing Standards**

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
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GOAL/STRAND **SD.8.W.** **Writing Standards**

INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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STANDARD	8.W.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
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GOAL/STRAND **SD.8.W.** **Writing Standards**

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
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STANDARD	8.W.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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GOAL/STRAND **SD.8.W.** **Writing Standards**

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.8.	Gather relevant information from multiple print and digital sources.
SUPPORTING SKILLS	8.W.8.b.	Assess the credibility and accuracy of each source.
SUPPORTING SKILLS	8.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas

STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	8.L.1.a.	Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
SUPPORTING SKILLS	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade 8 - Adopted: 2018

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
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INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
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INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
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INDICATOR/BE NCHMARK		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
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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
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INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/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.8.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	SD.8.RL.	Reading Standards for Literature

INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	8.RL.2.	Determine a theme or central idea(s) of a text and
SUPPORTING SKILLS	8.RL.2.a.	Analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
GOAL/STRAND	SD.8.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, figurative and connotative meanings; analyze how specific word choices, including sound devices, analogies or allusions to other texts, affect meaning and tone.
GOAL/STRAND	SD.8.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
SUPPORTING SKILLS	8.RL.10.a	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	8.RL.10.b	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.8.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	8.RI.2.	Determine a central idea of a text
SUPPORTING SKILLS	8.RI.2.b.	Provide an objective summary of the text.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration

STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

SUPPORTING SKILLS	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade 8 - 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.CCRA.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.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/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.8.RL.	Reading Standards for Literature

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	SD.8.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	8.RL.2.	Determine a theme or central idea(s) of a text and
SUPPORTING SKILLS	8.RL.2.a.	Analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
GOAL/STRAND	SD.8.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, figurative and connotative meanings; analyze how specific word choices, including sound devices, analogies or allusions to other texts, affect meaning and tone.
GOAL/STRAND	SD.8.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
SUPPORTING SKILLS	8.RL.10.a.	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	8.RL.10.b.	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.8.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	8.RI.2.	Determine a central idea of a text
SUPPORTING SKILLS	8.RI.2.b.	Provide an objective summary of the text.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

GOAL/STRAND SD.8.W. Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

SUPPORTING SKILLS 8.W.3.d. Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.

GOAL/STRAND SD.8.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD 8.W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

GOAL/STRAND SD.8.W. Writing Standards

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

SUPPORTING SKILLS 8.W.8.c. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

GOAL/STRAND SD.8.W. Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

SUPPORTING SKILLS 8.W.9.a. Apply grade 8 Reading standards to literature and literary nonfiction.

SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BE NCHMARK		Conventions of Standard English

STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SUPPORTING SKILLS 8.L.2.a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

GOAL/STRAND **SD.8.L.** **Language**

INDICATOR/BENCHMARK **Vocabulary Acquisition and Use**

STANDARD **8.L.4.** **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**

SUPPORTING SKILLS 8.L.4.a. Use context as a clue to the meaning of a word or phrase.

SUPPORTING SKILLS 8.L.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).

SUPPORTING SKILLS 8.L.4.c. Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

SUPPORTING SKILLS 8.L.4.d. Verify the preliminary determination of the meaning of a word or phrase.

GOAL/STRAND **SD.8.L.** **Language**

INDICATOR/BENCHMARK **Vocabulary Acquisition and Use**

STANDARD **8.L.5.** **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

SUPPORTING SKILLS 8.L.5.b. Use the relationship between particular words to better understand each of the words.

GOAL/STRAND **SD.8.L.** **Language**

INDICATOR/BENCHMARK **Vocabulary Acquisition and Use**

STANDARD 8.L.6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade 8 - Adopted: 2018

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

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

STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		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.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/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.8.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
SUPPORTING SKILLS	8.RL.10.a	Read and comprehend with proficiency at grade level.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	SD.8.W.	Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
STANDARD	8.W.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.8.	Gather relevant information from multiple print and digital sources.
SUPPORTING SKILLS	8.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas

STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	8.L.1.a.	Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
SUPPORTING SKILLS	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts

Grade 8 - Adopted: 2018

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
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INDICATOR/BENCHMARK		Key Ideas and Details
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STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
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INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	SD.CCRA.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
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INDICATOR/BENCHMARK		Text Types and Purposes
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STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
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INDICATOR/BENCHMARK		Production and Distribution of Writing
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STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD	SD.CCRA.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
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INDICATOR/BENCHMARK		Research to Build and Present Knowledge
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STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
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INDICATOR/BENCHMARK		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.
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.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/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.8.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
GOAL/STRAND	SD.8.RL.	Reading Standards for Literature

INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	8.RL.2.	Determine a theme or central idea(s) of a text and
SUPPORTING SKILLS	8.RL.2.a.	Analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
GOAL/STRAND	SD.8.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Craft and Structure
STANDARD	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, figurative and connotative meanings; analyze how specific word choices, including sound devices, analogies or allusions to other texts, affect meaning and tone.
GOAL/STRAND	SD.8.RL.	Reading Standards for Literature
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
SUPPORTING SKILLS	8.RL.10.a	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	8.RL.10.b	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.8.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	8.RI.2.	Determine a central idea of a text
SUPPORTING SKILLS	8.RI.2.b.	Provide an objective summary of the text.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration

STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

SUPPORTING SKILLS	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
SUPPORTING SKILLS	8.L.5.b.	Use the relationship between particular words to better understand each of the words.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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South Dakota Content Standards

Language Arts

Grade 8 - 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		Research to Build and Present Knowledge
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GOAL/STRAND	SD.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
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INDICATOR/BENCHMARK		Comprehension and Collaboration
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STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD	SD.CCRA.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/BENCHMARK		Conventions of Standard English
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STANDARD	SD.CCRA.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GOAL/STRAND	SD.CCRA.L.	College and Career Readiness Anchor Standards for Language
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INDICATOR/BENCHMARK		Knowledge of Language
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STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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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.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.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.8.RL.	Reading Standards for Literature
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INDICATOR/BENCHMARK		Key Ideas and Details
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STANDARD	8.RL.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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GOAL/STRAND	SD.8.RL.	Reading Standards for Literature
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INDICATOR/BENCHMARK		Key Ideas and Details
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STANDARD	8.RL.2.	Determine a theme or central idea(s) of a text and
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SUPPORTING SKILLS	8.RL.2.a.	Analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
GOAL/STRAND	SD.8.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	8.RL.4.	Determine the meaning of words and phrases as they are used in a text, figurative and connotative meanings; analyze how specific word choices, including sound devices, analogies or allusions to other texts, affect meaning and tone.
GOAL/STRAND	SD.8.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
SUPPORTING SKILLS	8.RL.10.a	Read and comprehend with proficiency at grade level.
SUPPORTING SKILLS	8.RL.10.b	Self-select texts for personal enjoyment, interest and academic tasks.
GOAL/STRAND	SD.8.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	8.RI.2.	Determine a central idea of a text
SUPPORTING SKILLS	8.RI.2.b.	Provide an objective summary of the text.
GOAL/STRAND	SD.8.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
GOAL/STRAND	SD.8.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	8.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	8.L.4.c.	Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
SUPPORTING SKILLS	8.L.4.d.	Verify the preliminary determination of the meaning of a word or phrase.
GOAL/STRAND	SD.8.L.	Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

South Dakota Content Standards

Language Arts

Grade 8 - Adopted: 2018

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

INDICATOR/BE NCHMARK		Key Ideas and Details
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STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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**GOAL/STRAND SD.CCRA
.R. College and Career Readiness Anchor Standards for Reading**

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**GOAL/STRAND SD.CCRA
.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.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
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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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STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**GOAL/STRAND SD.CCRA
.W. College and Career Readiness Anchor Standards for Writing**

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
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STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
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INDICATOR/BENCHMARK		Range of Writing
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STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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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		Comprehension and Collaboration
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STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD	SD.CCRA.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/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.8.RL.	Reading Standards for Literature
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INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
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STANDARD	8.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
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SUPPORTING SKILLS	8.RL.10.a.	Read and comprehend with proficiency at grade level.
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GOAL/STRAND	SD.8.RI.	Reading Standards for Informational Text
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INDICATOR/BENCHMARK		Key Ideas and Details
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STANDARD	8.RI.2.	Determine a central idea of a text
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SUPPORTING SKILLS	8.RI.2.b.	Provide an objective summary of the text.
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GOAL/STRAND	SD.8.W.	Writing Standards
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INDICATOR/BENCHMARK		Text Types and Purposes
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STANDARD	8.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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SUPPORTING SKILLS	8.W.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
SUPPORTING SKILLS	8.W.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
SUPPORTING SKILLS	8.W.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
SUPPORTING SKILLS	8.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	8.W.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
GOAL/STRAND	SD.8.W.	Writing Standards

INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	8.W.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

SUPPORTING SKILLS	8.W.3.d.	Use precise words and phrases, relevant descriptive details, and sensory and figurative language to capture the action and convey experiences and events.
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GOAL/STRAND	SD.8.W.	Writing Standards
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INDICATOR/BE NCHMARK		Production and Distribution of Writing
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STANDARD	8.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	8.W.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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STANDARD	8.W.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
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GOAL/STRAND	SD.8.W.	Writing Standards
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INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.8.	Gather relevant information from multiple print and digital sources.

SUPPORTING SKILLS	8.W.8.c.	Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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GOAL/STRAND	SD.8.W.	Writing Standards
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INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	8.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

SUPPORTING SKILLS	8.W.9.a.	Apply grade 8 Reading standards to literature and literary nonfiction.
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SUPPORTING SKILLS	8.W.9.b.	Apply grade 8 Reading standards to informational and argumentative texts
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GOAL/STRAND SD.8.W. Writing Standards

INDICATOR/BE NCHMARK		Range of Writing
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STANDARD	8.W.10.	Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames in for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
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GOAL/STRAND SD.8.SL. Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	8.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SUPPORTING SKILLS	8.SL.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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SUPPORTING SKILLS	8.SL.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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SUPPORTING SKILLS	8.SL.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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SUPPORTING SKILLS	8.SL.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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GOAL/STRAND SD.8.L. Language

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	8.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS	8.L.1.a.	Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
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SUPPORTING SKILLS	8.L.1.b.	Form and use verbs in the active and passive voice.
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SUPPORTING SKILLS	8.L.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
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GOAL/STRAND SD.8.L. Language

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	8.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	8.L.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
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GOAL/STRAND SD.8.L. Language

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
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STANDARD	8.L.6.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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