

South Dakota State Standards
For
English Language Arts
&
Literacy in History/Social Studies,
Science, and Technical Subjects

Adopted March 2018



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Preface

In 2016, with input from South Dakota K-16 educators, special education, administrators, and parents, the standards revision work group was charged with evaluating the 2010 South Dakota English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects k-12.

The work group participants reviewed the existing SD state standards and defined elements that needed to be preserved or revised to create a current set of standards that define the knowledge and skills expected for South Dakota students K-12. Key components were identified:

- Maintain rigor to ensure South Dakota students are college, career and life ready
- Improve the clarity of the wording within the standards
- Strategic use of examples to clarify the skill required in the standard
- Relocation of some examples to the disaggregated (unpacked) standards for further expansion of skills/clarifications
- Eliminate teacher action in the standards wording to focus wording on student action and skills required

The workgroup goals were to improve clarity and make the language in the standards more user-friendly for all stakeholders. No standards were removed, but some were added or revised to add essential skills and make them closely align with other standards K-12. A variety of other state's standards were reviewed; Louisiana, Minnesota, New Jersey, North Dakota, Oklahoma, Tennessee, and Minnesota were consulted and several of their ideas were considered with some being adopted through group consensus. Best practice for ELA standards were also evaluated with each decision proposed or agreed upon by the k-12 groups.

Through grade level, grade band, and vertical alignment conversations, the standards were thoroughly discussed, reviewed, and debated in order to provide a solid understanding as to the impact the standard/skill and rigor would have k-12. Understanding that a revision at one grade level can impact the rigor and scaffolding at all grade levels was a guiding focus as the work groups reviewed every standard in each strand.

Notable changes exist in this standards document based on research, k-12 vertical progressions, consensus votes, and determinations to maintain rigor for student learning.

- Standard 10: K-12 Reading for Literacy & Informational Text & Writing

The work group recognized the importance of self-selected texts and writing topics as an essential component of lifelong literacy. Standards support students becoming independent readers in a range of disciplines. The ability to interpret literature as well as informative, highly technical, and often lengthy reading passages on one's own is essential in achieving academic and career success. Furthermore, learners who possess the skills required to read independently have the power to choose both what they need and what they want to read.

Students need skills to become independent writers for a variety of audiences and range of purposes. Independent writers are able to access multiple strategies and formats to communicate and craft a message so that it resonates with any reader they intend to reach.

Revised language in reading/writing (RL.10, RI.10, W.10) supports independent readers and writers:

RL.10/RI.10 Self-select texts for personal enjoyment, interest, and academic tasks.

W.10 Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

- K-4 Language Standards: Handwriting Progression

A determination was also made to add language to include a K-4 vertical alignment for handwriting. Placement of the additional language exists in the language standards (3.L1, 4.L1) as it aligns to formation and fluency versus being placed in writing standards which are more focused on the creation of writing.

3.L1: Write legibly in print or cursive...

4.L1: Write legibly and fluently in print or cursive...



Acknowledgements

The South Dakota State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects were reviewed and revised through the efforts of educators/special education, administrators, post-secondary, parents, and the SD Department of Education. The work group members collaborated in person and through online spaces. The work group produced multiple drafts of the standards and responded to feedback submitted. The standards document exists due to intensive research, collaboration, grade level and vertical alignment discussions, debates, and a commitment to serve all students in our state. Every work group member was an advocate for education and for ensuring students will graduate college, career, and life ready. The South Dakota Department of Education expresses gratitude and appreciation to the individuals who contributed their passion, expertise, and time to the revision of the SD State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

ELA Work Group Members

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Patty Buechler	Lennox	Kindergarten
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Kelly Neill	Elkton	Administrator
Beth Renner	Britton-Hecla	1 st Grade
Angela Pickett	Pierre	1 st Grade
Sandra Crown	Custer	1 st Grade
Second Grade Work Group		
Carmen Huber	Rapid City	2 nd grade -- Lead
Michelle Beito	Volga	Administrator
Melissa Shanks	Elk Point Jefferson	2 nd Grade
Acacia Trevillyan	Douglas	2 nd Grade
Brooke Henderson	McLaughlin	2 nd Grade
Sara Hoogheem	Clark	K-2 SPED
Third Grade Work Group		
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Stacey Schmidt	Douglas	3 rd Grade
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Carol Kazmerzak	Erwin	3 rd Grade

ELA Work Group Members (continued)

Fourth Grade Work Group		
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Jaime Bell	Sioux Falls	Instructional coach
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Megan Dowling	Sioux Falls	7 th Grade
Elizabeth Severson	Meade	7 th Grade
Nicole Finnesand	Tri-Valley	7 th Grade
Deb Pazour	Kimball	6-8 SPED
Eighth Grade Work Group		
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Megan Wollman	Aberdeen	8 th Grade
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Thomas Moudry	Brookings	9 th and 10 th Grade
Patti Lager	Bridgewater-Emery	9 th and 10 th Grade

ELA Work Group Members (continued)		
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Introduction

South Dakota State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects K-12 were developed to ensure that all students are college, career, and life ready in literacy by high school graduation. The standards are tailored specifically to meet the needs of students in South Dakota, ensuring a readiness for the workforce, military service, university or technical school coursework. The standards met the following qualifications (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) benchmarked in their design and content.

The K-12 Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

Key Design Considerations

The College and Career Readiness standards (CCR) anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K-12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year's grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR state standards.

Grade levels for K-8; grade bands for 9-10 and 11-12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and districts to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.



Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas; to conduct original research in order to answer questions or solve problems; and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. Research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.

The Smarter Balance Assessment Consortium has included both literary and informational text components to their assessment. Stronger emphasis on writing skills are also embedded into the assessments. These inclusions into the assessment reinforce that all content areas must implement and practice these skills for students to be amply prepared for interim benchmark and year end South Dakota state-wide assessments.

Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. Additionally, speaking and listening skills can be integrated and addressed throughout the day in both academic and non-academic social settings. The CCR anchor standards themselves provide another source of focus and coherence.



Formative and Summative Assessment

In regard to assessing standards, not every standard needs to be formally assessed. A variety of formative assessments, as well as the triangulation of those assessments will provide evidence of learning. Formative assessments are pre-planned data-based measures that guide instruction and determine levels of student proficiency. These include spontaneous, day-to-day classroom activities as well as content and performance driven tasks. Examples of these include, but are not limited to, anecdotal records, conferring notes, response journals, running records, intentional observation checklists, rubrics, quizzes, exit slips, student writing samples, etc.

Summative assessments confirm mastery and occur at the end of a unit; therefore, guiding instructional decisions regarding subsequent instruction (re-teaching, additional small-group work, etc). They include end-of-unit tests, standardized tests, semester finals, interim assessments and district benchmarking. Not all standards need to be addressed on the report card. These decisions will need to be made at the district level.

Resources to support the Standards

To support the K-12 Standards work and support educators and districts across the state, the Department of Education will provide supplemental materials on reading, writing, speaking and listening, and language. Appendices, disaggregated (unpacked) standards for all grades K-12, and other literacy resources will be hosted on the DOE webpage. The disaggregated standards will provide specific examples for grade level skills in each of the strands (reading, writing, language, and speaking & listening). Examples listed within the standards can sometimes limit instructional focus or provide too broad a focus; therefore, strategic use of examples exist in this Standards document. **The disaggregated (unpacked) standards will be an additional resource that will provide educators with specifications and examples for each K-12 standard/strand.**



National Assessment of Educational Progress (NAEP)

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition*. Iowa City, IA: ACT, Inc.

The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational. As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.



What is Not Covered by the Standards

The Standards should be recognized for what they are not as well as what they are. The most important design limitations are as follows:

1. The Standards define what all students are expected to know and be able to do at each grade level K-12. Standards define the skills required in reading, writing, speaking and listening. These standards are not intended to be a curriculum for school districts to implement. Rather, departments, buildings, and school districts have the responsibility to determine curriculum choices and establish pacing guides and blueprints/instructional road maps for each grade level based on these standards. The curriculum materials serve as a vehicle for ensuring all standards have been taught. If curriculum resources do not address all standards then it might be necessary to seek additional resources. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.
2. While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers, curriculum developers, and districts. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein.
3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This work should provide the next logical step up from the college and career readiness baseline established here.
4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students
5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives.

Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary.

The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities reading should allow for the use of Braille, screen-reader technology, or other assistive devices, while writing should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, speaking and listening should be interpreted broadly to include sign language.
6. While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as mathematics and health education, modeled on those in this document are strongly encouraged to facilitate a comprehensive, schoolwide literacy program.



How To Read This Document

Organization of the Standards Document

Each section is divided into strands. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/ social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

STRANDS					
The Standards consist of three main sections: a comprehensive K-5 section and two content area-specific sections for grades 6-12, (one for ELA and one for history/social studies, science, and technical subjects).					
K-5	Strand Code	6-12 ELA	Strand Code	6-12 History/Social Studies, Science, Technical Subjects	Strand Code
Reading (Literature)	RL	Reading (Literature)	RL	Reading: History/Social Studies	RH
Reading (Informational Text)	RI	Reading (Informational Text)	RI	Reading: Science/Technical Subjects	RST
Reading (Foundational Skills)	RF	Writing	W	Writing: History /Social Studies, Science, and Technical Subjects	WHST
Writing	W	Speaking & Listening	SL		
Speaking & Listening	SL	Language	L		
Language	L				

College and Career Readiness Anchor Standards (CCR)	
Reading	10 Anchor Standards
Writing	10 Anchor Standards
Speaking & Listening	6 Anchor Standards
Language	6 Anchor Standards



How To Read This Document

The standards are coded with the grade level, title of the strand, the category within the strand, and the number within the strand.

Example: K.RL.1

- **K** is the grade level (Kindergarten)
- **RL** is the strand code indicating Reading Standard for Literature
- **1** is the number within the College and Career Readiness Anchor Standards for Reading
- **Key Ideas and Details** corresponds to the CCR anchor standards

Standards Code

