



SOUTH DAKOTA
Reading and Communication Arts Standards Grade 11
Writer's Choice: Grammar and Composition Grade 11 © 2005

| OBJECTIVES | PAGE REFERENCES |
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| Reading Goals and Indicators Eleventh Grade Reading | |
| Goal 1: Students are able to read at increasing levels of complexity for a variety of reasons. | |
| Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text. | |
| 11.R.1.1 Students are able to use various reading and study strategies to increase comprehension. To meet this standard students may: | SE: 40-43, 198-205, 310-319, 806-807, 863-865 <i>Linking Writing and Literature</i> 44, 206, 320 <i>Journal Writing</i> 275 TWE: CT 42, 203 |
| <ul style="list-style-type: none"> infer meaning in a variety of text (for example: advertisements, editorials, labels, stereotypes); | |
| <ul style="list-style-type: none"> visualizing characters through dialect and diction (for example: Mark Twain, Emily Dickinson, John Steinbeck). | SE: 198-205, 768-769 <i>Wordworks</i> 773 TWE: CC 769 |
| Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses. | |
| 11.R.2.1 Students are able to analyze and explain the relationships among elements of literature (characterization, setting, plot, theme, conflict). To meet this standard students may: | SE: 40-43, 96-98, 104-108, 148-150, 156-163, 186-188, 198-205, 248-250 <i>Linking Writing and Literature</i> 164 <i>Writing Activities</i> 251 TWE: CT 159 |
| <ul style="list-style-type: none"> explain the influence of point of view on theme (for example: autobiography and biography about the same person, <i>A Gathering of Old Men</i>, <i>A Separate Peace</i>, <i>To Kill a Mockingbird</i>, <i>Black Elk Speaks</i>); | |
| <ul style="list-style-type: none"> explain how characterization drives plot (for example: Nathaniel Hawthorne, F. Scott Fitzgerald, William Shakespeare, Kate Chopin). | SE: 96-98, 104-108, 198-205 <i>Writing Activities</i> 99 <i>Writing Across the Curriculum</i> 207 TWE: LE 203, 205 |
| 11.R.2.2 Students are able to analyze and explain literary devices within text. To meet this standard students may: | The following pages can be used to help facilitate this goal. SE: 156-163 TWE: CT 160 |
| <ul style="list-style-type: none"> explain how the use of sound devices such as assonance, consonance, alliteration, and onomatopoeia support the subject and mood (for example: Edgar Allan Poe, Robert Frost, Mary Oliver, Billy Collins); | |
| <ul style="list-style-type: none"> recognize the impact of play on words (for example: William Shakespeare, Ogden Nash, Shel Silverstein, Jerry Seinfeld). | SE: 310-319 <i>Linking Writing and Literature</i> 320 <i>Wordworks</i> 764, 773 TWE: EE 320 |

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| Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods. | |
| <p>11.R.3.1 Students are able to analyze and explain the influence of cultural and historical context on the form, style, and point of view of a written work. To meet this standard students may:</p> <ul style="list-style-type: none"> explain the conditions that fostered or prevented the emergence of specific literary forms (for example: poetry, fiction, political addresses, journals); | <p>SE: 40-43, 198-205, 310-319 <i>Writing Across the Curriculum</i> 45</p> <p>TWE: MA 310 C 320</p> |
| <ul style="list-style-type: none"> illustrate how a literary movement developed as a result of the influence of a previous movement (for example: classical style used for the Revolutionary period, Romanticism, Realism). | <p>Many of the <i>Grammar Review (Unit 12) Literature Models</i> are based on informational text that refer to an era and may be used in discussion to facilitate this objective. In addition, see Glencoe's <i>Literature: The Reader's Choice World Literature</i> © 2002 for literature selections to meet this objective.</p> |
| Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts. | |
| <p>11.R.4.1 Students are able to examine the effect of faulty logic techniques in expository text. To meet this standard students may:</p> <ul style="list-style-type: none"> critique advertisements in various forms of media for unsupported statements (for example: political campaign ads); | <p>SE: 863-865 <i>Viewing and Representing</i> 181 <i>Wordworks</i> 770</p> <p>TWE: CT 201 EE 770 EL 864</p> |
| <ul style="list-style-type: none"> critique editorials, articles, and headlines for bias (for example: newspapers, magazines, journals, billboards, bumper stickers, t-shirts, hats, commercials, and propaganda in expository text). | <p>SE: 288-292, 326, 781, 807, 863-865, 924-925 <i>Viewing and Representing</i> 181, 281 <i>Journal Writing</i> 279 <i>Wordworks</i> 770</p> <p>TWE: EE 770 EL 864</p> |
| <p>Goals and Indicators Writing Standards Eleventh Grade Writing</p> | |
| <p>Goal 1: Students will write effectively for different audiences and specific purposes.</p> | |
| Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing. | |
| <p>11.W.1.1 Students are able to make appropriate choices regarding voice, vocabulary, organization, and level of detail based upon audience, purpose, and content. To meet this standard students may:</p> <ul style="list-style-type: none"> demonstrate a knowledge of analytical traits of writing (for example: purpose, audience, ideas and content, organization, word choice, voice, sentence fluency, conventions, presentation). | <p>SE: 64-66, 76-80, 82-84, 94, 272, 921-923 <i>Writing Process in Action</i> 100-103, 152-155, 306-309</p> <p>TWE: MIN 66</p> |

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| <p>11.W.1.2 Students are able to revise for ideas, paragraph structure, sentence structure, and word choice. To meet this standard students may:</p> <ul style="list-style-type: none"> critique prose for logic, clarity, support, and completeness; | <p>SE: 82-84, 86-88, 344-347 <i>Writing Activities</i> 85, 89, 277, 287, 347 <i>Grammar Link</i> 171 TWE: C 287</p> |
| <ul style="list-style-type: none"> identify weaknesses in sentence and paragraph structure; | <p>SE: 345-347, 360-363, 914-919 <i>Checklist</i> 87 <i>Writing Activities</i> 347 <i>Try It Out</i> 917</p> |
| <ul style="list-style-type: none"> identify ineffective word choice and suggest improvements. | <p>SE: 344-347 <i>Checklist</i> 87 <i>Writing Activities</i> 89, 131, 347 TWE: JWT 87</p> |
| Indicator 2: Students are able to use various strategies and techniques to improve writing quality. | |
| <p>11.W.2.1 Students are able to analyze the structure of various texts to revise and improve writing. To meet this standard students may:</p> <ul style="list-style-type: none"> model use of parallel structure for emphasis; | <p>SE: 82-84, 363, 915-916 <i>Tip</i> 916 <i>Try It Out</i> 917 TWE: EE 83</p> |
| <ul style="list-style-type: none"> model various rhetorical patterns (for example: propaganda, straw man arguments); | <p>SE: <i>Writing Activities</i> 281, 287, 297, 301 <i>Journal Writing</i> 283, 285 <i>Writing Process in Action</i> 306-309 TWE: C 287, 297, 301</p> |
| <ul style="list-style-type: none"> write a short story following traditional narrative structure (for example: exposition, rising action, climax, falling action, resolution). | <p>SE: <i>Writing Activities</i> 177, 185 <i>Cross Curricular Activity</i> 177, 185 <i>Writing Process in Action</i> 194-197 <i>Writing Across the Curriculum</i> 207 TWE: C 185</p> |
| Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language. | |
| <p>11.W.3.1 Students are able to use sentence structure correctly and appropriately for audience and purpose. To meet this standard students may:</p> <ul style="list-style-type: none"> analyze audience and purpose in writing (for example: process vs. argumentative essays, letter to employer vs. letter to the editor); | <p>SE: 64-66, 298-300 <i>Cross Curricular Activity</i> 67 <i>Writing Activities</i> 67, 221, 301 <i>Listening and Speaking</i> 297 <i>Activity</i> 414, 415 TWE: T 410</p> |
| <ul style="list-style-type: none"> manipulate punctuation for emphasis and stylistic effect. | <p>SE: 713-743 <i>Grammar Link</i> 27, 235, 301 TWE: C 713</p> |
| Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information. | |
| <p>11.W.4.1 Students are able to organize and link related information from multiple sources. To meet this standard students may:</p> <ul style="list-style-type: none"> arrange information from a variety of sources to present a reasoned argument; | <p>SE: 244-246, 325-328, 775-782, 877-881 <i>Writing Activities</i> 247, 277, 281, 287 TWE: EE 781</p> |
| <ul style="list-style-type: none"> use transitions effectively; | <p>SE: 216, 230, 242 <i>Writing Activities</i> 217, 231 <i>Writing Across the Curriculum</i> 263 TWE: MIN 216</p> |

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| <ul style="list-style-type: none"> write responses that analyze the use of imagery, universal theme, and unique perspectives or aspects. | SE: 28-30, 32-34, 190-192, 248-250 <i>Writing Activities</i> 35, 193, 251 TWE: C 35, 193 |
| Listening and Viewing Standards Eleventh Grade Listening and Viewing Goal 2: Students are able to use critical listening and viewing skills in various situations and for a variety of purposes. | |
| Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations. | |
| 11.L.1.1 Students are able to analyze the relationship of diction, tone, and syntax to purpose. To meet this standard students may: <ul style="list-style-type: none"> identify the use of passive voice to conceal information and shift responsibility (for example: television ads, public service announcements, newscasts); | SE: 849-851 <i>Viewing and Representing</i> 99, 139 TWE: JWT 303 |
| <ul style="list-style-type: none"> identify a speaker's diction as formal or informal; | SE: 303, 849-851 TWE: JWT 303 |
| <ul style="list-style-type: none"> determine the appropriateness of diction to the speaker's purpose (for example: plays, movies, news broadcasts, daily conversation). | SE: 302-303, 849-851 <i>Viewing and Representing</i> 63, 99 TWE: JWT 303 |
| Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources. | |
| 11.L.2.1 Students are able to compare strategies used by the media to inform, persuade, entertain, and transmit culture. To meet this standard students may: <ul style="list-style-type: none"> draw conclusions about the effect of stereotypes in various media (for example: advertisements, use of visual representations, special effects, language); | SE: 850-851 <i>Viewing and Representing</i> 181 also can be used to facilitate this goal. TWE: RWC 850 |
| <ul style="list-style-type: none"> construct relevant questions for increased comprehension and retention (for example: car ads, guest speakers). | SE: 849-851 <i>Viewing and Representing</i> 63, 99 |
| 11.L.2.2 Students are able to distinguish between various forms of logical and critical thinking used in persuasion/debate. To meet this standard students may: <ul style="list-style-type: none"> identify reasoning as inductive or deductive (for example: debates, public service broadcasts); | SE: 302-303, 850-851 <i>Viewing and Representing</i> 63 <i>Cross Curricular Activity</i> 281 <i>Exercise</i> 851 TWE: JWT 303 |
| <ul style="list-style-type: none"> identify faulty reasoning (for example: reasoning from analogies, reasoning solely from anecdotal evidence). | SE: 302-303, 850-851 <i>Viewing and Representing</i> 281 <i>Cross Curricular Activity</i> 293 TWE: C 293 |

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| Speaking Standards Eleventh Grade Speaking | |
| Goal 3: Students are able to speak effectively in a variety of formal and informal situations. | |
| Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information. | |
| <p>11.S.1.1 Students are able to use specific rhetorical devices to support assertions. To meet this standard students may:</p> <ul style="list-style-type: none"> select from a variety of logical and emotional rhetorical techniques (for example: appeal to logic through reasoning, appeal to emotional or ethical belief, case study, personal anecdote). | <p>SE: 294-296, 852-854 <i>Cross Curricular Activity</i> 281 <i>Writing Activities</i> 297 TWE: C 281</p> |
| <p>11.S.1.2 Students are able to seek feedback on clarity and coherence of presentation or speech. To meet this standard students may:</p> <ul style="list-style-type: none"> provide and accept constructive criticism (for example: peer evaluation, videotaping). | <p>SE: 854 <i>Listening and Speaking</i> 11, 15, 23, 235, 305 TWE: MIN 854</p> |
| Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations. | |
| <p>11.S.2.1 Students are able to analyze the occasion to determine appropriate speech topic, format, and style. To meet this standard students may:</p> <ul style="list-style-type: none"> write a speech to honor, inspire, or entertain (for example: eulogy, commencement address, occasion speeches). | <p>SE: 294-296, 852-854 <i>Listening and Speaking</i> 81, 177, 193, 235, 277 <i>Cross Curricular Activity</i> 193, 231 TWE: C 297</p> |
| <p>11.S.2.2 Students are able to compare and contrast characteristics of interpersonal, small group, and public communication. To meet this standard students may:</p> <ul style="list-style-type: none"> prepare information on the same topic for different audiences (for example: an assembly, a family gathering, a friend). | <p>SE: 855-857 <i>Listening and Speaking</i> 31, 81, 177, 193, 235, 277, 297 <i>Cross Curricular Activity</i> 193, 231 TWE: MA 855</p> |
| <p>11.S.2.3 Students are able to determine when to use various resources to create effective presentations. To meet this standard students may:</p> <ul style="list-style-type: none"> prepare and use visual aids and technology to support presentations (for example: music, sound effects, color, graphics, text). | <p>SE: 296, 854, 865-868, 882-886, 887-889 <i>Cross Curricular Activity</i> 221 TWE: C 889</p> |

Codes Used for TWE Pages

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| C | Close |
| CC | Cultural Connections |
| CT | Critical Thinking |
| EE | Enrichment and Extension |
| EL | Exploring Language |
| JWT | Journal Writing Tip |
| LE | Literary Elements |
| MA | Motivating Activity |
| MIN | Meeting Individual Needs |
| RWC | Real World Connection |
| T | Teach |