



SOUTH DAKOTA
Reading and Communication Arts Standards Grade 11
Literature: The Reader's Choice American Literature © 2002

OBJECTIVES	PAGE REFERENCES
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: <ul style="list-style-type: none"> • infer meaning in a variety of text (for example: advertisements, editorials, labels, stereotypes); 	SE: 556, R91 <i>Extending Your Response</i> 137 <i>Responding to the Literature</i> 353 TWE: CT 8, 255 RM 63
<ul style="list-style-type: none"> • visualizing characters through dialect and diction (for example: Mark Twain, Emily Dickinson, John Steinbeck). 	SE: <i>Literary Elements</i> 365, 469, 888, 1147 <i>Extending Your Response</i> 731, 750, 956 TWE: MIN 294, 458, 780
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: <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>); 	SE: <i>Literary Elements</i> 276, 510, 788, 858 <i>Literature and Writing</i> 470, 667, 743, 873 TWE: MIN 472
<ul style="list-style-type: none"> • explain how characterization drives plot (for example: Nathaniel Hawthorne, F. Scott Fitzgerald, William Shakespeare, Kate Chopin). 	SE: <i>Literary Elements</i> 485, 666, 840 <i>Literature and Writing</i> 550, 789, 841 TWE: LE 63, 467
11.R.2.2 Students are able to analyze and explain literary devices within text. To meet this standard students may: <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); 	SE: 382, 1074-1075, 1153-1154 <i>Literary Elements</i> 383, 1076, 1155 TWE: LE 382 MIN 431
<ul style="list-style-type: none"> • recognize the impact of play on words (for example: William Shakespeare, Ogden Nash, Shel Silverstein, Jerry Seinfeld). 	The following pages can be used to help facilitate this goal. SE: 306, 307, 439, 1127

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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: 42-43, 46, 47-51, 188-194 <i>Literary Elements</i> 195 <i>Theme Project</i> 1117 TWE: MIN 192, 648</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>SE: 598, 599-600, 603-608, 616-617 TWE: TS 598</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: 145, 855, R93 TWE: LE 627 CT 950 WM 1114</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: 67, R93 <i>Literary Elements</i> 66, 335 <i>Responding to the Literature</i> 353 TWE: RM 170, 689 CT 351</p>
Goals and Indicators Writing Standards Eleventh Grade Writing	
Goal 1: Students will write effectively for different audiences and specific purposes.	
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: <i>Writing Workshop</i> 110-113, 308-311, 578-581, 712-716, 902-906, 1010-1013, 1112-1116 TWE: WM 675, 1011</p>
<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: 112, 199, 310, 580, 715, 905, R63-R64 TWE: WM 905</p>

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<ul style="list-style-type: none"> identify weaknesses in sentence and paragraph structure; 	SE: 1114-1115, 1202, R64 TWE: MIN 185 WM R96, R99
<ul style="list-style-type: none"> identify ineffective word choice and suggest improvements. 	SE: 764, R64 <i>Literature and Writing</i> 137, 159 TWE: WM 112, 212, 234, 701, R97
Indicator 2: Students are able to use various strategies and techniques to improve writing quality.	
11.W.2.1 Students are able to analyze the structure of various texts to revise and improve writing. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> model use of parallel structure for emphasis; 	SE: 762-765 <i>Grammar Hint</i> 765 <i>Extending Your Response</i> 1147 TWE: WM 382
<ul style="list-style-type: none"> model various rhetorical patterns (for example: propaganda, straw man arguments); 	SE: <i>Extending Your Response</i> 105 TWE: LS 1021
<ul style="list-style-type: none"> write a short story following traditional narrative structure (for example: exposition, rising action, climax, falling action, resolution). 	SE: <i>Writing Workshop</i> 110-113 <i>Literature and Writing</i> 215, 378, 486 <i>Extending Your Response</i> 1192 TWE: WM 1011
Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.	
11.W.3.1 Students are able to use sentence structure correctly and appropriately for audience and purpose. <i>To meet this standard students may:</i> <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); 	SE: <i>Writing Workshop</i> 110, 308, 578, 713 <i>Extending Your Response</i> 649 <i>Literature and Writing</i> 1061 TWE: WM 715
<ul style="list-style-type: none"> manipulate punctuation for emphasis and stylistic effect. 	SE: <i>Grammar Hint</i> 200, 311 <i>Literature and Writing</i> 470 TWE: GL 1038, 1048
Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.	
11.W.4.1 Students are able to organize and link related information from multiple sources. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> arrange information from a variety of sources to present a reasoned argument; 	SE: <i>Writing Workshop</i> 392-396, 1112-1116 <i>Extending Your Response</i> 693 TWE: WM 393
<ul style="list-style-type: none"> use transitions effectively; 	SE: 522 <i>Rubric</i> 1202 TWE: WM 905, 988
<ul style="list-style-type: none"> write responses that analyze the use of imagery, universal theme, and unique perspectives or aspects. 	SE: 46 <i>Extending Your Response</i> 52 <i>Comparing Selections</i> 167 <i>Literature and Writing</i> 277, 743, 789 TWE: RM 49

OBJECTIVES	PAGE REFERENCES
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); 	The following pages can be used to help facilitate this goal. SE: 145, 1009
<ul style="list-style-type: none"> • identify a speaker’s diction as formal or informal; 	See Glencoe’s <i>Speech</i> © 2005.
<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: 1009
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: 145
<ul style="list-style-type: none"> • construct relevant questions for increased comprehension and retention (for example: car ads, guest speakers). 	SE: 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: Page 145 can be used to help facilitate this goal.
<ul style="list-style-type: none"> • identify faulty reasoning (for example: reasoning from analogies, reasoning solely from anecdotal evidence). 	This objective can be met during teacher/class discussion.

OBJECTIVES	PAGE REFERENCES
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.	
11.S.1.1 Students are able to use specific rhetorical devices to support assertions. To meet this standard students may: <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). 	SE: 348 <i>Extending Your Response</i> 693
11.S.1.2 Students are able to seek feedback on clarity and coherence of presentation or speech. To meet this standard students may: <ul style="list-style-type: none"> • provide and accept constructive criticism (for example: peer evaluation, videotaping). 	SE: 348, 494, 711
Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.	
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: <ul style="list-style-type: none"> • write a speech to honor, inspire, or entertain (for example: eulogy, commencement address, occasion speeches). 	SE: 348 <i>Extending Your Response</i> 150, 515
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: <ul style="list-style-type: none"> • prepare information on the same topic for different audiences (for example: an assembly, a family gathering, a friend). 	The following pages can be used to help facilitate this goal. SE: 348, 494, 711
11.S.2.3 Students are able to determine when to use various resources to create effective presentations. To meet this standard students may: <ul style="list-style-type: none"> • prepare and use visual aids and technology to support presentations (for example: music, sound effects, color, graphics, text). 	SE: <i>Extending Your Response</i> 186, 610, 667, 801, 997, 1080, 1137 <i>Theme Project</i> 459 <i>Technology Skills</i> 516-517 TWE: RWC 517

Codes Used for TWE Pages

CT	Critical Thinking
GL	Grammar and Language
LE	Literary Elements
LS	Listening and Speaking
MIN	Meeting Individual Needs
RM	Reading Minilesson
RWC	Real World Connection
TS	Teaching Strategies
WM	Writing Minilesson