



SOUTH DAKOTA
Reading and Communication Arts Standards Grade 12
Literature: The Reader's Choice British Literature © 2002

OBJECTIVES	PAGE REFERENCES
Reading Goals and Indicators Twelfth 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.	
12.R.1.1 Students are able to analyze the effect of style on the interpretation of text. To meet this standard students may:	SE: 609-612, 1248 <i>Literary Elements</i> 482, 850 <i>Literature and Writing</i> 616 <i>Extending Your Response</i> 778, 833
<ul style="list-style-type: none"> explain how the author's diction conveys his/her attitude (for example: advertising, William Faulkner, E.E. Cummings, political speeches); 	TWE: MIN 609 LE 1062 RM 1248
<ul style="list-style-type: none"> differentiate between implied and stated meanings (for example: subtext of poetry, editorials, William Shakespeare, George Orwell, Jonathan Swift); 	SE: 1163-1170, 1188-1194 <i>Literature and Writing</i> 483, 1171, 1243 TWE: RWC 1193
Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.	
12.R.2.1 Students are able to evaluate authors' style in poetry, drama, fiction, and informational text. To meet this standard students may:	SE: 1061-1069 <i>Literature and Writing</i> 93, 595, 1071, 1223 <i>Theme Project</i> 919 <i>Literary Elements</i> 1109 <i>Extending Your Response</i> 1175
<ul style="list-style-type: none"> determine the effect of point of view upon characterization (for example: Ernest Hemingway, Jane Austen, Alice Walker, Charlotte Bronte, J.D. Salinger); 	TWE: LE 1068
<ul style="list-style-type: none"> distinguish between tone and mood (for example: <i>Our Town</i>, <i>Pygmalion</i>, Edgar Allen Poe's short stories, Sherman Alexie's poetry, Sandra Cisneros). 	SE: <i>Exercises</i> 86 <i>Extending Your Response</i> 393 <i>Literature and Writing</i> 526, 616, 874 TWE: MIN 91
Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.	
12.R.3.1 Students are able to read and critique literary works from a variety of cultures and eras. To meet this standard students may:	SE: 42-45, 46, 678-684, 1164-1169 <i>Comparing Selections</i> 84, 586, 837 <i>Literature and Writing</i> 117 <i>Responding to the Literature</i> 1170
<ul style="list-style-type: none"> show the relationship between Native American and English-American accounts of the colonial period (for example: diaries, oral tradition, poetry); 	TWE: MIN 577

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<ul style="list-style-type: none"> compare and contrast the qualities of protagonists in various cultures and literary periods (for example: <i>Death of a Salesman, Oedipus, The Great Gatsby, Antigone, The Awakening, Of Mice and Men, Jane Eyre, Wuthering Heights, The Scarlet Letter</i>). 	SE: 194-201, 527-534 <i>Comparing Selections</i> 84, 394, 1176 <i>Theme Project</i> 919 TWE: RWC 1193
Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.	
12.R.4.1 Students are able to locate, synthesize, and use information from multiple sources to solve problems and make decisions. To meet this standard students may: <ul style="list-style-type: none"> develop and support a reasoned argument using reliable primary and secondary sources (for example: public documents, studies, letters, journals, newspapers, magazines, electronic media); 	SE: 707, 1255, R69, R78-R79, R92-R93 <i>Theme Project</i> 1133 <i>Literature and Writing</i> 1171 <i>Writing Workshop</i> 1254-1257 TWE: RM 744
<ul style="list-style-type: none"> examine several sources in order to make the best choice in a real-life situation (for example: buy a new car, choose a college, rent an apartment, find a new job). 	SE: <i>Extending Your Response</i> 79, 225, 556 TWE: INC 597 LSC 761 RWC 940
<p style="text-align: center;">Goals and Indicators Writing Standards Twelfth Grade Writing</p>	
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.	
12.W.1.1 Students are able to create an appropriate document for a specific purpose. To meet this standard students may: <ul style="list-style-type: none"> design and produce a project (for example: PowerPoint, brochure, web page, business letter, résumé, portfolio). 	SE: R76-R77 <i>Writing Workshop</i> 752-755 <i>Theme Project</i> 757 <i>Technology Skills</i> 1208-1209 TWE: RWC 1209
Indicator 2: Students are able to use various strategies and techniques to improve writing quality.	
12.W.2.1 Students are able to improve writing through revision. To meet this standard students may: <ul style="list-style-type: none"> demonstrate sentence-combining techniques; 	SE: <i>Writing Skills</i> 851 TWE: WM 644, 1256
<ul style="list-style-type: none"> develop the logic of organization and controlling idea; 	SE: <i>Writing Workshop</i> 396-400, 642-645, 796-799, 862-866, 900-903, 1254-1257 <i>Writing Skills</i> 676 TWE: WM 568
<ul style="list-style-type: none"> substitute concrete words for vague words. 	SE: <i>Writing Workshop</i> 296-300, 900-903, 1128-1132 <i>Writing Skills</i> 475 TWE: WM 298, 798

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Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.	
12.W.3.1 Students are able to use appropriate manuscript requirements. To meet this standard students may: <ul style="list-style-type: none"> create an informational paper (for example: title page, works cited page, in-text citation, direct quotes, paraphrasing); 	SE: R69-R75 <i>Writing Workshop</i> 296-300, 396-400, 862-865, 900-903, 1254-1257 TWE: INC 1256
<ul style="list-style-type: none"> use correctly the elements of MLA or APA styles. 	SE: <i>Writing Workshop</i> 1254-1257 TWE: INC 1256
Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.	
12.W.4.1 Students are able to analyze information from multiple sources for different perspectives. To meet this standard students may: <ul style="list-style-type: none"> paraphrase and correctly document information from a variety of primary and secondary sources; 	SE: 1202, R69-R79, R92-R93 <i>Writing Workshop</i> 1254-1257 TWE: RM 99
<ul style="list-style-type: none"> employ note-taking skills and techniques of organization to develop a research paper. 	SE: 1202, R70-R71 <i>Extending Your Response</i> 1194 <i>Writing Workshop</i> 1255-1257
Listening and Viewing Standards Twelfth 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.	
12.L.1.1 Students are able to compare the use of rhetorical structure and diction to the purpose and context of the communication. To meet this standard students may: <ul style="list-style-type: none"> analyze the use of parallelism and repetition for emphasis or emotional appeal (for example: Presidential addresses, sermons, campaign speeches); 	SE: 628, 1114-1117 <i>Extending Your Response</i> 276, 1117 <i>Literary Elements</i> 1117 TWE: CT 1116
<ul style="list-style-type: none"> analyze the impact of figurative language and imagery on the message (for example: advertisements, lyrics). 	SE: 511, 628, 685, 829, 1082 <i>Media Connection</i> 272 <i>Theme Project</i> 863 TWE: RM 272
Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.	
12.L.2.1 Students are able to analyze the impact of the media on a society's belief systems and values. To meet this standard students may: <ul style="list-style-type: none"> critique television/radio broadcasts and music for bias and stereotyping (for example: news coverage, sitcoms, commercials, talk shows, media influence on elections); 	SE: 628, 685, 1141 <i>Theme Project</i> 41, 1133 TWE: MIN 685, 876, 1141

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<ul style="list-style-type: none"> recognize that messages are altered by various techniques used to create aesthetic effects (for example: manipulation by visual imagery, special effects, and vivid language; political messages). 	SE: 1114-1117 <i>Technology Skills</i> 596-597, 702-703, 1208-1209 <i>Responding to the Literature</i> 1117 <i>Literary Elements</i> 1117 TWE: CT 1116 LE 1116
Speaking Standards Twelfth 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.	
12.S.1.1 Students are able to participate in dramatic readings of literary selections. To meet this standard students may: <ul style="list-style-type: none"> use verbal and non-verbal expression for effect (for example: excerpts from plays, poems, children's books, in-class oral reading). 	SE: 283 <i>Extending Your Response</i> 79, 202, 325, 847, 1127, 1140, 1223 TWE: WM 265
12.S.1.2 Students are able to reassess choices and strategies used in oral communication based upon feedback. To meet this standard students may: <ul style="list-style-type: none"> evaluate constructive criticism and employ valid suggestions (for example: peer evaluation, videotaping, teacher review). 	SE: 876 <i>Extending Your Response</i> 1007, 1117 TWE: TS 876 LS 1019
Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.	
12.S.2.1 Students are able to recognize the influence demographics can have on the response of an audience. To meet this standard students may: <ul style="list-style-type: none"> prepare information for different audiences (for example: ad campaign for different ethnicity, ages, genders, and locations, such as rural and urban). 	SE: 191, 283, 876 <i>Extending Your Response</i> 409, 769, 1161
12.S.2.2 Students are able to use effective strategies in interpersonal communication settings. To meet this standard students may: <ul style="list-style-type: none"> participate in social and workplace discussions (for example: nodding, encouraging, responding). 	SE: 628 <i>Extending Your Response</i> 225, 292, 483, 565 <i>Theme Project</i> 243, 401 TWE: MIN 702 RWC 1252
12.S.2.3 Students are able to deliver multimedia presentations that combine text, images, and sound. To meet this standard students may: <ul style="list-style-type: none"> use a combination of resources to create effective presentations (for example: music, sound effects, color, graphics, text, video, CD Rom, internet, computer-generated images). 	SE: <i>Extending Your Response</i> 93, 117, 292, 697, 1223 <i>Theme Project</i> 571, 757, 815 <i>Technology Skills</i> 702-703 TWE: MIN 782

Codes Used for TWE Pages

CT	Critical Thinking
INC	Internet Connection
LE	Literary Elements
LS	Listening and Speaking
LSC	Life Skills Connection
MIN	Meeting Individual Needs
RM	Reading Minilesson
RWC	Real World Connection
TS	Teaching Strategies
WM	Writing Minilesson