

South Dakota Curriculum Matrix for Reading and Communication Arts

South Dakota Reading and Communication Arts Goals/Standards Grade 11	Curriculum Survey of Essential Skills National Rankings Rank		Dakota STEP		Curriculum Survey	Priority
			SAT 10 Items	CRT Items		
Reading						
Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.						
11.R.1.1 (Application) Use various reading and study strategies to increase comprehension.	e8	Develop processes for understanding and remembering information.	H	M	H	H
	e9	Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter-sound relationships, and word histories.				
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 (Analysis) Analyze and explain the relationships among elements of literature (characterization, setting, plot, theme, conflict).	e72	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.	H	H	L	M
11.R.2.2 (Analysis) Analyze and explain literary devices within text.	e72	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.	-	H	L	M
Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.						
11.R.3.1 (Analysis) Analyze and explain the influence of cultural and historical context on the form, style, and point of view of a written work.	e23	Understand the personal, social, cultural and historical significance of a text.	-	H	H	H
Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.						
11.R.4.1 (Analysis) Examine the effect of faulty logic techniques in expository text.	e18	Assess the validity and accuracy of an informational selection.	H	H	H	H