

11th GRADE READING ALTERNATE CONTENT STANDARDS

Goal 1: Students are able 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.

General Education Standards	Alternate Content Standards
11.R.1.1 Use various reading and study strategies to increase comprehension.	11.A.R.1.1 Use a reading strategy to increase reading comprehension.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
11.R.2.1 Analyze and explain the relationships among elements of literature (characterization, setting, plot, theme, conflict).	11.A.R.2.1 Interpret the function of the elements of literature.
11.R.2.2 Analyze and explain literary devices within text.	11.A.R.2.2 Analyze how word choice affects meaning in text.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

General Education Standards	Alternate Content Standards
11.R.3.1 Analyze and explain the influence of cultural and historical context on the form, style, and point of view of a written work.	11.A.R.3.1 Recognize the influence of culture on written work.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

General Education Standards	Alternate Content Standards
11.R.4.1 Examine the effect of faulty logic techniques in expository text.	11.A.R.4.1 Recognize degrees of validity and accuracy in printed text.

South Dakota 11th Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Use various reading strategies to increase comprehension • Interpret and explain the function of the elements of literature. • Analyze and explain how word choice affects meaning in text. • Recognize and explain the influence of culture on written work. • Recognize and explain degrees of validity and accuracy in printed text.
Applying	<ul style="list-style-type: none"> • Use a reading strategy to increase comprehension . • Interpret the function of the elements of literature. • Analyze how word choice affects meaning in text. • Recognize the influence of culture on written work. • Recognize degrees of validity and accuracy in printed text.
Developing	<ul style="list-style-type: none"> • Practice a reading strategy to increase comprehension • Identify the elements in a selected piece literature. • Identify imagery (descriptive words) in literary works. • Recognize culture in written work. • Recognize accuracy in printed text.
Introducing	<ul style="list-style-type: none"> • Repeat and practice a modeled reading strategy to increase comprehension • Practice identifying the elements of literature. • Explore and respond to imagery in literary works. • Explore and respond to different cultures via written work. • Explore and respond to the accuracy in printed text.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.