

12th 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
12.R.1.1 Analyze the effect of style on the interpretation of text.	12.A.R.1.1 Explain how writing style can change the meaning for the reader.

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
12.R.2.1 Evaluate authors' style in poetry, drama, fiction, and informational text.	12.A.R.2.1 Recognize various literary styles.

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

General Education Standards	Alternate Content Standards
12.R.3.1 Read and critique literary works from a variety of cultures and eras.	12.A.R.3.1 Read and critique literary works from a variety of cultures and eras.

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

General Education Standards	Alternate Content Standards
12.R.4.1 Locate, synthesize, and use information from multiple sources to solve problems and make decisions.	12.A.R.4.1 Locate information to solve problems and make decisions.

South Dakota 12th Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Explain and justify how writing style can change the meaning for the reader • Analyze various literary styles. • Compare and contrast literary works from different times and places. • Locate and use information to solve problems and make decisions.
Applying	<ul style="list-style-type: none"> • Explain how writing style can change the meaning for the reader • Recognize various literary styles. • Read and critique literary works from a variety of cultures and eras. • Locate information to solve problems and make decisions.
Developing	<ul style="list-style-type: none"> • Identify the writing style of literary work. • Recognize contrasting literary styles. • Recognize literary works written from different times or places. • Use selected information to solve problems and make decisions.
Introducing	<ul style="list-style-type: none"> • Explore and respond to different writing styles. • Respond to different literary stories. • Explore and respond to literary works from different times and places. • Explore and respond to information to solve problems and make decisions.

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.