

South Dakota Career and Technical Education Curriculum Matrix for Language Arts

South Dakota Language Arts Goals/Standards Grades 9-12	Curriculum Survey of Essential Skills National Rank	Dakota STEP 11 th Grade No SAT 10 Data Available	Arts, AV Tech & Comm.		Business Administration				Finance	Health Science	
			Graphic Arts Occupations	Radio & TV Prod. Occupations	Accounting	Human Resources	Marketing and Management	Entrepreneurship	Financial Management	Direct Patient Care	Indirect Patient Care
Goal 1 - READING Students will read at increasing levels of complexity for a variety of purposes.											
Indicator 1: Students will use various reading cues/strategies to comprehend text, e.g., context, semantic, syntactic, and graphophonic cues. 9-12 Benchmarks: a. use various cues/strategies to connect with text, predict message of text, and validate understanding of text. b. analyze when a specific cue or strategy can be used most effectively to read for comprehension or to interpret specific materials. c. use prior knowledge and experience to interpret, evaluate, and construct meaning from various texts.											
1. use etymology (word origin) to determine meaning of words.	e9		M	M	M	M	H	M	M	H	H
2. apply various context clues to determine word meaning.	e9		H	H	M	H	H	H	M	H	H
3. discern the relationship between word pairs in analogies, e.g., synonyms/antonyms, connotation/denotation. 10th Grade Essential Core	e9 e80		M	M	M	M	M	M	M	H	H

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4. analyze how syntax and word choice in text influence understanding. 11th Grade Essential Core 12th Grade Essential Core	e72 e80	H	H	H	M	M	H	M	M	H	H
5. use various pre-reading strategies to increase comprehension of what is read, e.g., skimming, scanning, word- webbing, scaffolding, and questioning. 11th Grade Essential Core	e15 e52	H	H	H	H	M	H	M	H	H	H
6. confirm, reject, or revise predictions made about text.	e5 e15 e18		H	H	H	H	H	H	H	H	H
7. connect and synthesize main ideas and concepts to determine relationships with other sources or topics. 9th Grade Essential Core 10th Grade Essential Core	e28 e38 e44 e49		H	H	H	H	H	H	H	H	H
8. extend comprehension by combining new information with prior knowledge.	e5 e46 e57		H	H	H	H	H	H	H	H	H
9. evaluate new information in relationship to past experience/knowledge.	e5 e46 e53		H	H	H	H	H	H	H	H	H
10. analyze the effect personal knowledge has on the interpretation of text.	e5 e53 e57 e60		H	H	H	H	H	H	H	H	H

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<p>Indicator 2: Students will evaluate patterns of organization, literary elements, and literary devices within various texts.</p> <p>9-12 Benchmarks:</p> <p>a. analyze various organizational techniques authors use to engage the reader and create interest, e.g., flashback, cause and effect, sequence.</p> <p>b. analyze specific uses of various literary elements and/or devices, e.g., character, plot, setting; imagery, allusion, onomatopoeia.</p> <p>c. analyze the effect authors achieve by using a combination of literary elements and devices, e.g., theme/imagery; point-of-view/anecdote.</p>											
<p>1. analyze the relationships among elements of literature. (example: tone, character, point-of-view, theme)</p> <p>11th Grade Essential Core</p>	e77	H	L	M	L	L	L	L	L	L	L
<p>2. explain the effect voice, persona, and narrator have on the tone, characterization, plot and credibility of text.</p>	e72		L	M	L	L	H	L	L	L	L
<p>3. analyze and trace an author’s development of time and sequence, including the use of complex literary devices. (example: foreshadowing and flashbacks)</p> <p>9th Grade Essential Core</p>	e24		H	H	L	L	M	L	L	H	L
<p>4. contrast points-of-view in narrative text and how they affect the overall body of work, e.g., first vs. third, limited vs. objective)</p>	e72		L	M	L	L	L	L	L	H	M
<p>5. evaluate the relationship between author’s style and literary effect in works of poetry, drama, fiction, and non-fiction.</p> <p>12th Grade Essential Core</p>	e72		L	L	L	L	L	L	L	L	L