

# READING STANDARD ARTICULATED BY GRADE LEVEL

## GRADE 11

### Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

#### Concept 1: Print Concepts

Demonstrate understanding of print concepts.

*(Grades K-3)*

#### Concept 2: Phonemic Awareness

Identify and manipulate the sounds of speech.

*(Grades K-2)*

#### Concept 3: Phonics

Decode words, using knowledge of phonics, syllabication, and word parts.

*(Grades K-3)*

#### Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

PO 1. Draw inferences about meaning of new vocabulary, based on knowledge of linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).

PO 2. Identify the meaning of metaphors based on literary allusions and conceits.

#### Concept 5: Fluency

Read fluently.

*PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).*

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## GRADE 11

### Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

*PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).*

*PO 2. Generate clarifying questions in order to comprehend text.*

*PO 3. Use graphic organizers in order to clarify the meaning of the text.*

*PO 4. Connect information and events in text to experience and to related text and sources.*

*PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, classification schemes, problem-solution) of text to aid comprehension.*

## Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

### Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

PO 1. Evaluate the author's use of literary elements:

- theme (moral, lesson, meaning, message, view or comment on life),
- point of view (e.g., first vs. third, limited vs. omniscient),
- characterization (qualities, motives, actions, thoughts, dialogue, development, interactions),
- setting (time of day or year, historical period, place, situation), and
- plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution).

PO 2. Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers' emotions.

PO 3. Analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme.

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## GRADE 11

PO 4. Explain the writer's use of irony, contradictions, paradoxes, incongruities, and ambiguities in a literary selection.

PO 5. Analyze an author's development of time and sequence through the use of complex literary devices such as foreshadowing and flashbacks.

PO 6. Explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position).

### **Concept 2: Historical and Cultural Aspects of Literature**

Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

PO 1. *Describe the historical and cultural aspects found in cross-cultural works of literature.*

PO 2. Relate literary works to the traditions, themes, and issues of their eras.

PO 3. Analyze culturally or historically significant literary works of American literature that reflect our major literary periods and traditions.

### **Strand 3: Comprehending Informational Text**

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

#### **Concept 1: Expository Text**

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

PO 1. Critique the consistency and clarity of the text's purposes.

PO 2. Distinguish among different kinds of evidence used to support conclusions (e.g., logical, empirical, anecdotal).

*PO 3. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.*

PO 4. Compare (and contrast) readings on the same topic, by explaining how authors reach the same or different conclusions based upon differences in evidence, reasoning, assumptions, purposes, beliefs, or biases.

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## GRADE 11

### Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

PO 1. Analyze the structures of functional text (e.g., their format, graphics and headers) to determine how authors use these features to achieve their purposes.

### Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

PO 1. Analyze the power, validity, and truthfulness of the arguments advanced in persuasive text.

PO 2. Evaluate the arguments an author uses in a document to refute opposing arguments and address reader concerns.

PO 3. *Identify unsupported inferences or fallacious reasoning in arguments advanced in persuasive text.*

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