Minnesota English Language Arts

Grades 11, 12

Adopted 2020

Grades 11-12

Reading

1. Read and comprehend independently A) both self- selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups. R2.11.1
    1. Read independently and synthesize understanding from multiple texts in order to make meaning or deepen understanding of a topic, and annotate learning. R2.11.1.2.1
    2. At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks. R2.11.1.2.2
    3. Read widely, locating, selecting and reading texts to examine concepts or issues from multiple viewpoints or perspectives like and unlike their own from dominant, non-dominant and marginalized social groups. R2.11.1.2.3

1. Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people. R3.11.1
    1. Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of Dakota and Anishinaabe people, to examine concepts, issues or histories. R3.11.1.3.1

1. Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts. R4.11.1
    1. Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from literature and informational text, including determining where the text leaves matter uncertain; objectively summarize the text. R4.11.1.4.1
    2. Determine two or more themes or central ideas of a text and synthesize their development over the course of the text, including how they interact and build on one another to provide a complex synthesis. R4.11.1.4.2
    3. Analyze the impact of the author's choices regarding how to develop and relate the elements of a story or drama in a literary text (e.g., where a story is set, how action is ordered, how characters are introduced or developed). R4.11.1.4.3
    4. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, concepts or events interact and develop in informational text. R4.11.1.4.4

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1. Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. R5.11.1

    1. Evaluate the impacts on meaning and appeal of the author's choices concerning structuring the text, including how specific parts of the text interact with each other and contribute to the whole. R5.11.1.5.1
    2. Evaluate the use of differing informational text structures to support an author's ideas, claims and arguments. R5.11.1.5.2
    3. Compare and contrast the impact of illustrations, graphics and other audiovisual elements on the use, meaning and aesthetics of a wide variety of texts. R5.11.1.5.3

1. Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. R6.11.1

    1. Evaluate how the author's, including Dakota and Anishinaabe authors, purpose, stated identities, biases and perspective shape the content and style of a text. R6.11.1.6.1
    2. Analyze the progression of an idea or concept (e.g., democracy, integration, identity, climate change) as it has evolved in discussion in texts through decades or centuries through foundational documents of historical and literary significance. R6.11.1.6.2
    3. Delineate and evaluate the reasoning in seminal scientific and legal texts, and the premises, purposes, and arguments in the documents identifying persuasive opinions and factual evidence. R6.11.1.6.3

1. Evaluate arguments and specific claims from complex informational texts. R7.11.1

    1. Examine validity of reasoning, relevance and sufficiency of evidence supporting arguments in several texts to evaluate credibility of frequently used sources. R7.11.1.7.1

1. Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. R8.11.1

    1. Analyze the cumulative impact of specific word choices on meaning, mood and tone of literary text (e.g., how the language evokes a sense of time and place, how it sets a formal or informal tone). R8.11.1.8.1
    2. Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text. R8.11.1.8.2

1. Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information. R9.11.1

    1. Access information from a wide variety of sources, including academic journals and peer-reviewed sources, on both sides of an issue or from multiple perspectives, to expand understanding of a topic of inquiry. R9.11.1.9.1
    2. Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations. R9.11.1.9.2

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Writing

2. Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. W1.11.2
    1. Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose. W1.11.2.1.1
    2. No benchmark at this grade level. W1.11.2.1.2
    3. Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan. W1.11.2.1.3
2. Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice. W2.11.2
    1. Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audiovisual elements) when applicable. W2.11.2.2.1
    2. Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community. W2.11.2.2.2
2. Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing. W3.11.2
    1. Generate and carry out a publishing plan to share written work with a wider audience; plan, draft, revise and edit work, considering the publishing plan. W3.11.2.3.1
    2. Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed. W3.11.2.3.2
2. Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. W4.11.2
    1. Write to argue, supporting both argument and counter-argument with evidence and making strong, logical appeals, building on skills from previous years W4.11.2.4.1
    2. Write to persuade, supporting a position with developed ideas and logical reasoning, building on skills from previous years. W4.11.2.4.2
2. Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience. W5.11.2
    1. Write to inform or explain, comparing, integrating and evaluating factual information to convey complex ideas accurately, choosing the best text structure to inform or explain on chosen topic for particular audience, building on skills from previous years; use precise language, sentence structure, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the topic. W5.11.2.5.1
    2. Write to respond to literary text, analyzing multiple literary texts with common genre, author or theme. W5.11.2.5.2

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2. Write narratives, poetry and other creative texts with details and effective technique to express ideas. W6.11.2

    1. Write to create, engaging and orienting the reader, establishing context and narrative point of view, and applying basic and advanced literary techniques in various literacy forms, including, but not limited to, personal or autobiographical essays, building on skills learned in previous years. W6.11.2.6.1

    2. Apply structural elements characteristic of the personal essay or autobiographical essay. W6.11.2.6.2

2. Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. W7.11.2

    1. Formulate self-generated questions narrowing or broadening the inquiry to demonstrate understanding of the subject under investigation. W7.11.2.7.1

    2. Plan and conduct independent research from a wide variety of sources including academic journals and peer-reviewed sources, demonstrating understanding of subject of investigation, and share findings in writing. W7.11.2.7.2

2. Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. W8.11.2

    1. Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose. W8.11.2.8.1

Listening, Speaking, Viewing and Exchanging Ideas

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3. Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. LSVEI1.11.3

    1. Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. LSVEI1.11.3.1.1

        a. Exchange ideas on grade 11–12 topics, texts and issues from social studies and science. LSVEI1.11.3.1.1.A

        b. Seek the perspectives of groups not represented to promote a thoughtful, well-reasoned exchange of ideas. LSVEI1.11.3.1.1.B

        c. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. LSVEI1.11.3.1.1.C

        d. Develop a shared vision and goal in seeking diverse perspectives from the wider world (e.g., experts from the local community or students from other schools, towns, states or countries). LSVEI1.11.3.1.1.D

        e. Employ conflict resolution strategies. LSVEI1.11.3.1.1.E

    2. Extend conversations by posing and responding to questions that probe reasoning and evidence; ensure exploration of a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives, demonstrating preparation for the discussion. LSVEI1.11.3.1.2

    3. Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work. LSVEI1.11.3.1.3

3. Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context. LSVEI2.11.3

    1. Make effective choices regarding vocabulary, language, structure and advanced application of features of spoken language in a variety of forms, including digital and face-to-face interactions, considering audience and context LSVEI2.11.3.2.1

    1. Select and deliver most applicable style of presentation to communicate knowledge and ideas appropriate to task, purpose, audience and discipline, ensuring that audience can follow the line of reasoning in presentation of knowledge of ideas, following ethical and safe communication practices. LSVEI2.11.3.3.1

3. Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline. LSVEI3.11.3

    2. Create and present a piece of digital work or digital communication, which may include ethical remixing or transformation of work, for a specific, current, relevant purpose; publish work, considering audience, demonstrating understanding of digital footprint. LSVEI3.11.3.3.2

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