

Main Criteria: Bible-Based Writing Lessons

Secondary Criteria: Minnesota Academic Standards

Subject: Language Arts

Grades: 9, 10, 11, 12

Bible-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Minnesota Academic Standards

Language Arts

Grade 9 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	9.1.2.2.	At grade 9 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	9.1.4.2.	Analyze the themes or central ideas, including how they emerge and are shaped by specific details, of multiple texts, considering author perspective, identity and bias.
INDICATORS OF PROGRESS	9.1.4.4.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	9.2.1.3.	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.
INDICATOR	9.3.1.1.a.	exchange ideas on grade 9 topics, texts and issues from social studies and science.
INDICATOR	9.3.1.1.b.	elaborating on others' ideas and summarizing points of agreement and disagreement.

Minnesota Academic Standards

Language Arts

Grade 10 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 10		
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading	
INDICATORS OF PROGRESS / STRAND	R2.	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.	
INDICATORS OF PROGRESS	10.1.2.2.	At grade 10 text complexity, select and proficiently read and comprehend texts that address academic tasks.	
CONTENT STANDARD / DOMAIN	Grade 10		
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading	
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.	
INDICATORS OF PROGRESS	10.1.4.1.	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including analysis of how and when author introduces concepts, ideas or characters; objectively summarize the text.	

INDICATORS OF PROGRESS	10.1.4.4.	Compare and contrast how two authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	10.1.5.2.	Evaluate how an author's ideas or claims are developed and refined by given sentences, paragraphs or larger sections of an informational text.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	10.2.1.3.	Write with command of grammar and mechanics to influence voice and style.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	10.2.2.2.	Write to represent personal perspective, identity and voice as a member of a global community.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	10.2.3.1.	Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.

INDICATORS OF PROGRESS	10.2.3.2.	Make effective word use and sentence structure choices for meaning or style, considering audience and context.
CONTENT STANDARD / DOMAIN		Grade 10
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	10.3.1.1.	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.
INDICATOR	10.3.1.1.a	exchange ideas on grade 10 topics, texts and issues from social studies and science.
INDICATOR	10.3.1.1.b	acknowledge and elaborate on others' ideas, and promote a thoughtful, well-reasoned exchange of ideas.
CONTENT STANDARD / DOMAIN		Grade 10
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.
CONTENT STANDARD / DOMAIN		Grade 10
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI2.	Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context.
INDICATORS OF PROGRESS	10.3.2.1.	Make effective choices regarding vocabulary, language, structure and advanced application of features of spoken language (e.g., rhetorical questioning) in a variety of forms, including digital and face-to-face interactions, considering audience and context.

Minnesota Academic Standards

Language Arts

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.4.1.	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.
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INDICATORS OF PROGRESS	11.1.4.4.	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.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R8.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.8.2.	Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS 11.2.2.2. Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.

INDICATOR 11.3.1.1.a exchange ideas on grade 11–12 topics, texts and issues from social studies and science.

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

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

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

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI2.	Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context.

INDICATORS OF PROGRESS	11.3.2.1.	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.
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Minnesota Academic Standards

Language Arts

Grade 12 - Adopted: 2020

CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.4.1.	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.
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INDICATORS OF PROGRESS	11.1.4.4.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R8.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.8.2.	Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.

INDICATOR	11.3.1.1.a	exchange ideas on grade 11–12 topics, texts and issues from social studies and science.
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INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI2.	Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context.
INDICATORS OF PROGRESS	11.3.2.1.	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.

Lesson 02: Unit 2 Writing from Notes, p. 19-28**Minnesota Academic Standards****Language Arts****Grade 9 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	9.1.2.2.	At grade 9 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

**INDICATORS
OF PROGRESS****9.1.4.2.**

Analyze the themes or central ideas, including how they emerge and are shaped by specific details, of multiple texts, considering author perspective, identity and bias.

**INDICATORS
OF PROGRESS****9.1.4.4.**

Analyze how an author unfolds an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	9.2.1.3.	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	9.2.2.1.	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, audio visual elements) when applicable.
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	9.2.3.1.	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.
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INDICATORS OF PROGRESS	9.2.3.2.	Vary word usage and sentence structure for effect, considering audience and context.
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	9.2.5.1.	Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.
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**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.
INDICATOR	9.3.1.1.b.	elaborating on others' ideas and summarizing points of agreement and disagreement.

Minnesota Academic Standards**Language Arts****Grade 10 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	10.1.2.2.	At grade 10 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	10.1.4.1.	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including analysis of how and when author introduces concepts, ideas or characters; objectively summarize the text.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS OF PROGRESS 10.1.5.2. Evaluate how an author's ideas or claims are developed and refined by given sentences, paragraphs or larger sections of an informational text.

CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS 10.2.1.3. Write with command of grammar and mechanics to influence voice and style.

CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS 10.2.2.1. 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, audiovisual elements) when applicable.

INDICATORS OF PROGRESS 10.2.2.2. Write to represent personal perspective, identity and voice as a member of a global community.

CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS 10.2.3.1. Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.

INDICATORS OF PROGRESS 10.2.3.2. Make effective word use and sentence structure choices for meaning or style, considering audience and context.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

**INDICATORS
OF PROGRESS**

10.2.5.1. Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

**INDICATORS
OF PROGRESS**

10.3.1.3. Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.

Minnesota Academic Standards**Language Arts****Grade 11 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

**INDICATORS
OF PROGRESS**

11.1.2.2. At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	11.1.4.1.	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.
INDICATORS OF PROGRESS	11.1.4.4.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R8.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.
INDICATORS OF PROGRESS	11.1.8.2.	Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
CONTENT STANDARD / DOMAIN	Grade 11-12	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.

CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.

INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Minnesota Academic Standards

Language Arts

Grade 12 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS

11.1.2.2.

At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS

11.1.4.1.

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.

INDICATORS OF PROGRESS

11.1.4.4.

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.

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R8.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.

INDICATORS OF PROGRESS

11.1.8.2.

Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
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CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
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INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
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CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
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INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
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CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.

INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Lesson 03: Unit 3 Retelling Narrative Stories, p. 29-36

Minnesota Academic Standards

Language Arts

Grade 9 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 9

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	9.1.2.2.	At grade 9 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	9.1.4.2.	Analyze the themes or central ideas, including how they emerge and are shaped by specific details, of multiple texts, considering author perspective, identity and bias.
INDICATORS OF PROGRESS	9.1.4.3.	Compare and contrast characters, attending to character complexity (e.g., those with multiple or conflicting motivations), in one or more literary texts.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	9.2.1.3.	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).
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**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	9.2.2.1.	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, audio visual elements) when applicable.
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**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	9.2.3.1.	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.
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INDICATORS OF PROGRESS	9.2.3.2.	Vary word usage and sentence structure for effect, considering audience and context.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	9.2.5.1.	Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.
INDICATOR	9.3.1.1.b.	elaborating on others' ideas and summarizing points of agreement and disagreement.
Minnesota Academic Standards		
Language Arts		
Grade 10 - Adopted: 2020		
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	10.1.2.2.	At grade 10 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 10	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	10.1.4.1.	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including analysis of how and when author introduces concepts, ideas or characters; objectively summarize the text.
INDICATORS OF PROGRESS	10.1.4.3.	Analyze how events, ideas and complex characters develop over the course of a text and advance the plot in a literary text.

CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	10.2.1.3.	Write with command of grammar and mechanics to influence voice and style.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	10.2.2.1.	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, audiovisual elements) when applicable.
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INDICATORS OF PROGRESS	10.2.2.2.	Write to represent personal perspective, identity and voice as a member of a global community.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	10.2.3.1.	Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.
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INDICATORS OF PROGRESS	10.2.3.2.	Make effective word use and sentence structure choices for meaning or style, considering audience and context.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	10.2.5.1.	Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.
Minnesota Academic Standards		
Language Arts		
Grade 11 - Adopted: 2020		
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 11-12	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.4.1.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
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INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
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INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

**INDICATORS
OF PROGRESS****11.2.5.1.**

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.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.

Minnesota Academic Standards**Language Arts****Grade 12 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS 11.1.2.2. At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.

CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS 11.1.4.1. 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.

CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS 11.2.1.3. Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.

CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS 11.2.2.1. 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.

INDICATORS OF PROGRESS 11.2.2.2. Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.

INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
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INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
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INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Lesson 04: Unit 3 Retelling Narrative Stories, p. 37-44

Minnesota Academic Standards

Language Arts

Grade 9 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 9
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS	9.1.2.2.	At grade 9 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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CONTENT STANDARD / DOMAIN	Grade 9
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	9.1.4.2.	Analyze the themes or central ideas, including how they emerge and are shaped by specific details, of multiple texts, considering author perspective, identity and bias.
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INDICATORS OF PROGRESS	9.1.4.3.	Compare and contrast characters, attending to character complexity (e.g., those with multiple or conflicting motivations), in one or more literary texts.
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CONTENT STANDARD / DOMAIN	Grade 9
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	9.2.1.3.	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).
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**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

**INDICATORS
OF PROGRESS**

9.2.2.1.

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, audio visual elements) when applicable.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

**INDICATORS
OF PROGRESS**

9.2.3.1.

Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.

**INDICATORS
OF PROGRESS**

9.2.3.2.

Vary word usage and sentence structure for effect, considering audience and context.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

**INDICATORS
OF PROGRESS**

9.2.5.1.

Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.
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INDICATOR 9.3.1.1.b. elaborating on others' ideas and summarizing points of agreement and disagreement.

Minnesota Academic Standards

Language Arts

Grade 10 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS 10.1.2.2. At grade 10 text complexity, select and proficiently read and comprehend texts that address academic tasks.

CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	10.1.4.1.	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including analysis of how and when author introduces concepts, ideas or characters; objectively summarize the text.
INDICATORS OF PROGRESS	10.1.4.3.	Analyze how events, ideas and complex characters develop over the course of a text and advance the plot in a literary text.

CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	10.2.1.3.	Write with command of grammar and mechanics to influence voice and style.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	10.2.2.1.	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, audiovisual elements) when applicable.
INDICATORS OF PROGRESS	10.2.2.2.	Write to represent personal perspective, identity and voice as a member of a global community.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	10.2.3.1.	Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.
INDICATORS OF PROGRESS	10.2.3.2.	Make effective word use and sentence structure choices for meaning or style, considering audience and context.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	10.2.5.1.	Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.
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**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
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INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
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INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.
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Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	11.1.4.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
CONTENT STANDARD / DOMAIN	Grade 11-12	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.

CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.

CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Minnesota Academic Standards

Language Arts

Grade 12 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	11.1.4.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
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INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
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INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.

INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Lesson 05: Unit 3 Retelling Narrative Stories, p. 45-50

Minnesota Academic Standards

Language Arts

Grade 9 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 9

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	9.1.2.2.	At grade 9 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	9.1.4.2.	Analyze the themes or central ideas, including how they emerge and are shaped by specific details, of multiple texts, considering author perspective, identity and bias.
INDICATORS OF PROGRESS	9.1.4.3.	Compare and contrast characters, attending to character complexity (e.g., those with multiple or conflicting motivations), in one or more literary texts.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	9.2.2.1.	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, audio visual elements) when applicable.
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**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	9.2.3.1.	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.
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INDICATORS OF PROGRESS	9.2.3.2.	Vary word usage and sentence structure for effect, considering audience and context.
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**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	9.2.5.1.	Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.
INDICATOR	9.3.1.1.b.	elaborating on others' ideas and summarizing points of agreement and disagreement.

Minnesota Academic Standards

Language Arts

Grade 10 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 10		
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading	
INDICATORS OF PROGRESS / STRAND	R2.	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.	
INDICATORS OF PROGRESS	10.1.2.2.	At grade 10 text complexity, select and proficiently read and comprehend texts that address academic tasks.	
CONTENT STANDARD / DOMAIN	Grade 10		
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading	
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.	
INDICATORS OF PROGRESS	10.1.4.1.	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including analysis of how and when author introduces concepts, ideas or characters; objectively summarize the text.	
INDICATORS OF PROGRESS	10.1.4.3.	Analyze how events, ideas and complex characters develop over the course of a text and advance the plot in a literary text.	

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

**INDICATORS
OF PROGRESS****10.2.2.1.**

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, audiovisual elements) when applicable.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

**INDICATORS
OF PROGRESS****10.2.3.1.**

Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.

**INDICATORS
OF PROGRESS****10.2.3.2.**

Make effective word use and sentence structure choices for meaning or style, considering audience and context.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

**INDICATORS
OF PROGRESS****10.2.5.1.**

Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.
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Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	11.1.4.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	11.2.2.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
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INDICATORS OF PROGRESS	11.2.3.1.	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.
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INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.

INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Language Arts

Grade 12 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Reading	
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Reading	
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	11.1.4.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Writing	
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	11.2.2.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Writing	
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	11.2.3.1.	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.

INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.

INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Lesson 06: Unit 4 Summarizing a Reference, p. 51-48

Minnesota Academic Standards

Language Arts

Grade 9 - Adopted: 2020

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS
OF PROGRESS

9.1.2.2.

At grade 9 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS
OF PROGRESS

9.1.4.2.

Analyze the themes or central ideas, including how they emerge and are shaped by specific details, of multiple texts, considering author perspective, identity and bias.

INDICATORS
OF PROGRESS

9.1.4.4.

Analyze how an author unfolds an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS
OF PROGRESS

9.2.1.3.

Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	9.2.2.1.	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, audio visual elements) when applicable.
CONTENT STANDARD / DOMAIN		Grade 9
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	9.2.3.1.	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.
INDICATORS OF PROGRESS	9.2.3.2.	Vary word usage and sentence structure for effect, considering audience and context.
CONTENT STANDARD / DOMAIN		Grade 9
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	9.2.5.1.	Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.
CONTENT STANDARD / DOMAIN		Grade 9
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS	9.2.8.1.	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, with guidance.
CONTENT STANDARD / DOMAIN		Grade 9
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas

INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.

INDICATOR 9.3.1.1.b. elaborating on others' ideas and summarizing points of agreement and disagreement.

Minnesota Academic Standards

Language Arts

Grade 10 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	10.1.2.2.	At grade 10 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	10.1.4.1.	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including analysis of how and when author introduces concepts, ideas or characters; objectively summarize the text.
INDICATORS OF PROGRESS	10.1.4.4.	Compare and contrast how two authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS OF PROGRESS	10.1.5.2.	Evaluate how an author's ideas or claims are developed and refined by given sentences, paragraphs or larger sections of an informational text.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	10.2.1.3.	Write with command of grammar and mechanics to influence voice and style.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	10.2.2.1.	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, audiovisual elements) when applicable.
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INDICATORS OF PROGRESS	10.2.2.2.	Write to represent personal perspective, identity and voice as a member of a global community.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	10.2.3.1.	Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.
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INDICATORS OF PROGRESS	10.2.3.2.	Make effective word use and sentence structure choices for meaning or style, considering audience and context.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W5.	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.
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INDICATORS OF PROGRESS	10.2.5.1.	Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	10.2.8.1.	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, with guidance.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.
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Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.4.1.	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.
INDICATORS OF PROGRESS	11.1.4.4.	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.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R8.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.8.2.	Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
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INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	11.2.5.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	11.2.6.1.	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.
INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
CONTENT STANDARD / DOMAIN	Grade 11-12	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	11.2.8.1.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.

INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Minnesota Academic Standards

Language Arts

Grade 12 - Adopted: 2020

CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	11.1.4.1.	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.
INDICATORS OF PROGRESS	11.1.4.4.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R8.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.
INDICATORS OF PROGRESS	11.1.8.2.	Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	11.2.5.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	11.2.6.1.	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.
INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

**INDICATORS
OF PROGRESS****11.2.8.1.**

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.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.

INDICATOR**11.3.1.1.c**

work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.

Lesson 07: Unit 4 Summarizing a Reference, p. 59-66

Minnesota Academic Standards**Language Arts****Grade 9 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS	9.1.2.2.	At grade 9 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	9.1.4.2.	Analyze the themes or central ideas, including how they emerge and are shaped by specific details, of multiple texts, considering author perspective, identity and bias.
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INDICATORS OF PROGRESS	9.1.4.4.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	9.2.1.3.	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	9.2.2.1.	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, audio visual elements) when applicable.
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**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	9.2.3.1.	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.
INDICATORS OF PROGRESS	9.2.3.2.	Vary word usage and sentence structure for effect, considering audience and context.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	9.2.5.1.	Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.
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**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	9.2.8.1.	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, with guidance.
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**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.
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INDICATOR 9.3.1.1.b. elaborating on others' ideas and summarizing points of agreement and disagreement.

Minnesota Academic Standards

Language Arts

Grade 10 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 10
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS 10.1.2.2. At grade 10 text complexity, select and proficiently read and comprehend texts that address academic tasks.

CONTENT STANDARD / DOMAIN	Grade 10
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS 10.1.4.1. Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including analysis of how and when author introduces concepts, ideas or characters; objectively summarize the text.

INDICATORS OF PROGRESS 10.1.4.4. Compare and contrast how two authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.

CONTENT STANDARD / DOMAIN	Grade 10
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS OF PROGRESS 10.1.5.2. Evaluate how an author's ideas or claims are developed and refined by given sentences, paragraphs or larger sections of an informational text.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	10.2.1.3.	Write with command of grammar and mechanics to influence voice and style.
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**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	10.2.2.1.	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, audiovisual elements) when applicable.
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INDICATORS OF PROGRESS	10.2.2.2.	Write to represent personal perspective, identity and voice as a member of a global community.
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**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	10.2.3.1.	Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.
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INDICATORS OF PROGRESS	10.2.3.2.	Make effective word use and sentence structure choices for meaning or style, considering audience and context.
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**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	10.2.5.1.	Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	10.2.8.1.	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, with guidance.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.
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Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.4.1.	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.
INDICATORS OF PROGRESS	11.1.4.4.	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.

CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R8.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.8.2.	Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.
CONTENT STANDARD / DOMAIN	Grade 11-12	

PERFORMANCE INDICATOR / DOMAIN COMPONENT **Writing**

INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
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INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT **Writing**

INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
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INDICATORS OF PROGRESS	11.2.2.1.	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.
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INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	11.2.6.1.	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.
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INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
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INDICATORS OF PROGRESS	11.2.8.1.	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.
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CONTENT STANDARD / DOMAIN	Grade 11-12
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
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INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
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INDICATORS OF PROGRESS	11.3.1.1.	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.
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INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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CONTENT STANDARD / DOMAIN	Grade 11-12
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
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INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
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INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Minnesota Academic Standards

Language Arts

Grade 12 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 11-12
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	R2.	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.
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INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.4.1.	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.
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INDICATORS OF PROGRESS	11.1.4.4.	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.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R8.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.8.2.	Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
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INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	11.2.5.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	11.2.6.1.	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.
INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
CONTENT STANDARD / DOMAIN	Grade 11-12	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	11.2.8.1.	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.
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CONTENT STANDARD / DOMAIN	Grade 11-12
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.

INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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CONTENT STANDARD / DOMAIN	Grade 11-12
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Lesson 08: Unit 4 Summarizing a Reference, p. 67-76

Minnesota Academic Standards

Language Arts

Grade 9 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 9
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	9.1.2.2.	At grade 9 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	9.1.4.2.	Analyze the themes or central ideas, including how they emerge and are shaped by specific details, of multiple texts, considering author perspective, identity and bias.
INDICATORS OF PROGRESS	9.1.4.4.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	9.2.1.3.	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	9.2.2.1.	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, audio visual elements) when applicable.
CONTENT STANDARD / DOMAIN	Grade 9	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	9.2.3.1.	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.
INDICATORS OF PROGRESS	9.2.3.2.	Vary word usage and sentence structure for effect, considering audience and context.

CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.

INDICATOR 9.3.1.1.b. elaborating on others' ideas and summarizing points of agreement and disagreement.

Minnesota Academic Standards

Language Arts

Grade 10 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	10.1.2.2.	At grade 10 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	10.1.4.1.	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including analysis of how and when author introduces concepts, ideas or characters; objectively summarize the text.
INDICATORS OF PROGRESS	10.1.4.4.	Compare and contrast how two authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	10.1.5.2.	Evaluate how an author's ideas or claims are developed and refined by given sentences, paragraphs or larger sections of an informational text.
CONTENT STANDARD / DOMAIN	Grade 10	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS 10.2.1.3. Write with command of grammar and mechanics to influence voice and style.

CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS 10.2.2.1. 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, audiovisual elements) when applicable.

INDICATORS OF PROGRESS 10.2.2.2. Write to represent personal perspective, identity and voice as a member of a global community.

CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS 10.2.3.1. Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.

INDICATORS OF PROGRESS 10.2.3.2. Make effective word use and sentence structure choices for meaning or style, considering audience and context.

CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	10.2.5.1.	Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	10.2.8.1.	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, with guidance.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.
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Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.4.1.	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.
INDICATORS OF PROGRESS	11.1.4.4.	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.

CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R8.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.8.2.	Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.
CONTENT STANDARD / DOMAIN	Grade 11-12	

PERFORMANCE INDICATOR / DOMAIN COMPONENT **Writing**

INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
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INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
CONTENT STANDARD / DOMAIN	Grade 11-12	

PERFORMANCE INDICATOR / DOMAIN COMPONENT **Writing**

INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
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INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	11.2.6.1.	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.
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INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
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INDICATORS OF PROGRESS	11.2.8.1.	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.
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CONTENT STANDARD / DOMAIN	Grade 11-12
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
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INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
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INDICATORS OF PROGRESS	11.3.1.1.	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.
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INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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CONTENT STANDARD / DOMAIN	Grade 11-12
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
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INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
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INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Minnesota Academic Standards

Language Arts

Grade 12 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 11-12
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	R2.	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.
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INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.4.1.	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.
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INDICATORS OF PROGRESS	11.1.4.4.	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.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R8.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.8.2.	Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
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INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	11.2.5.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	11.2.6.1.	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.
INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
CONTENT STANDARD / DOMAIN	Grade 11-12	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	11.2.8.1.	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.
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CONTENT STANDARD / DOMAIN	Grade 11-12
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.

INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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CONTENT STANDARD / DOMAIN	Grade 11-12
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Lesson 09: Unit 5 Writing from Pictures, p. 77-84

Minnesota Academic Standards

Language Arts

Grade 9 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 9
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Reading

INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	9.1.5.3.	Critically analyze the use, meaning and aesthetics of illustrations, graphics and other audiovisual elements and explain their relation to the text.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	9.2.1.3.	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	9.2.2.1.	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, audio visual elements) when applicable.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	9.2.3.1.	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.
INDICATORS OF PROGRESS	9.2.3.2.	Vary word usage and sentence structure for effect, considering audience and context.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	W5.	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.
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INDICATORS OF PROGRESS	9.2.5.1.	Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.

INDICATOR	9.3.1.1.b.	elaborating on others' ideas and summarizing points of agreement and disagreement.
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Minnesota Academic Standards

Language Arts

Grade 10 - Adopted: 2020

CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS OF PROGRESS	10.1.5.3.	Evaluate the impact of illustrations, graphics and other audiovisual elements on the use, meaning and aesthetics of the text.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	10.2.1.3.	Write with command of grammar and mechanics to influence voice and style.
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**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	10.2.2.1.	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, audiovisual elements) when applicable.
INDICATORS OF PROGRESS	10.2.2.2.	Write to represent personal perspective, identity and voice as a member of a global community.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	10.2.3.1.	Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.
INDICATORS OF PROGRESS	10.2.3.2.	Make effective word use and sentence structure choices for meaning or style, considering audience and context.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	10.2.5.1.	Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.
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**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
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INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
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INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.
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Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	11.1.5.3.	Compare and contrast the impact of illustrations, graphics and other audiovisual elements on the use, meaning and aesthetics of a wide variety of texts.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.

INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
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INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
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INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Minnesota Academic Standards

Language Arts

Grade 12 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.5.3.	Compare and contrast the impact of illustrations, graphics and other audiovisual elements on the use, meaning and aesthetics of a wide variety of texts.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
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INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.

INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
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INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
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INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Lesson 10: Unit 5 Writing from Pictures, p.85-90

Minnesota Academic Standards

Language Arts

Grade 9 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	9.1.5.3.	Critically analyze the use, meaning and aesthetics of illustrations, graphics and other audiovisual elements and explain their relation to the text.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	9.2.1.3.	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	9.2.2.1.	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, audio visual elements) when applicable.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	9.2.3.1.	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.
INDICATORS OF PROGRESS	9.2.3.2.	Vary word usage and sentence structure for effect, considering audience and context.
CONTENT STANDARD / DOMAIN		Grade 9
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	9.2.5.1.	Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.
CONTENT STANDARD / DOMAIN		Grade 9
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.
INDICATOR	9.3.1.1.b.	elaborating on others' ideas and summarizing points of agreement and disagreement.

Minnesota Academic Standards**Language Arts****Grade 10 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS OF PROGRESS 10.1.5.3. Evaluate the impact of illustrations, graphics and other audiovisual elements on the use, meaning and aesthetics of the text.

CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS 10.2.1.3. Write with command of grammar and mechanics to influence voice and style.

CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS 10.2.2.1. 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, audiovisual elements) when applicable.

INDICATORS OF PROGRESS 10.2.2.2. Write to represent personal perspective, identity and voice as a member of a global community.

CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS 10.2.3.1. Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.

INDICATORS OF PROGRESS 10.2.3.2. Make effective word use and sentence structure choices for meaning or style, considering audience and context.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	10.2.5.1.	Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.
CONTENT STANDARD / DOMAIN		Grade 10
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.

Minnesota Academic Standards**Language Arts****Grade 11 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	11.1.5.3.	Compare and contrast the impact of illustrations, graphics and other audiovisual elements on the use, meaning and aesthetics of a wide variety of texts.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	11.2.5.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Minnesota Academic Standards

Language Arts

Grade 12 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	11.1.5.3.	Compare and contrast the impact of illustrations, graphics and other audiovisual elements on the use, meaning and aesthetics of a wide variety of texts.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	11.2.5.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.

Lesson 11: Unit 5 Writing from Pictures, p. 91-98

Minnesota Academic Standards

Language Arts

Grade 9 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	9.1.5.3.	Critically analyze the use, meaning and aesthetics of illustrations, graphics and other audiovisual elements and explain their relation to the text.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	9.2.1.3.	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).
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CONTENT STANDARD / DOMAIN

Grade 9

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	9.2.2.1.	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, audio visual elements) when applicable.
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CONTENT STANDARD / DOMAIN

Grade 9

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	9.2.3.1.	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.
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INDICATORS OF PROGRESS	9.2.3.2.	Vary word usage and sentence structure for effect, considering audience and context.
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CONTENT STANDARD / DOMAIN

Grade 9

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	9.2.5.1.	Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.
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CONTENT STANDARD / DOMAIN

Grade 9

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
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INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.
INDICATOR	9.3.1.1.b.	elaborating on others' ideas and summarizing points of agreement and disagreement.

Minnesota Academic Standards

Language Arts

Grade 10 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	10.1.5.3.	Evaluate the impact of illustrations, graphics and other audiovisual elements on the use, meaning and aesthetics of the text.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	10.2.1.3.	Write with command of grammar and mechanics to influence voice and style.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	10.2.2.1.	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, audiovisual elements) when applicable.
INDICATORS OF PROGRESS	10.2.2.2.	Write to represent personal perspective, identity and voice as a member of a global community.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	10.2.3.1.	Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.
INDICATORS OF PROGRESS	10.2.3.2.	Make effective word use and sentence structure choices for meaning or style, considering audience and context.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	10.2.5.1.	Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.
CONTENT STANDARD / DOMAIN		Grade 10
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.

Minnesota Academic Standards**Language Arts****Grade 11 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS OF PROGRESS 11.1.5.3. Compare and contrast the impact of illustrations, graphics and other audiovisual elements on the use, meaning and aesthetics of a wide variety of texts.

CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS 11.2.1.3. Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.

CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS 11.2.2.1. 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.

INDICATORS OF PROGRESS 11.2.2.2. Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.

CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS 11.2.3.1. 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.

INDICATORS OF PROGRESS 11.2.3.2. Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS

11.2.5.1.

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.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.

Minnesota Academic Standards**Language Arts****Grade 12 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.5.3.	Compare and contrast the impact of illustrations, graphics and other audiovisual elements on the use, meaning and aesthetics of a wide variety of texts.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
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INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
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INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS

11.2.5.1.

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.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.

Lesson 12: Unit 6 Summarizing Multiple References, p. 99-108

Minnesota Academic Standards**Language Arts**

Grade 9 - Adopted: 2020

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS	9.1.2.1.	Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information.
INDICATORS OF PROGRESS	9.1.2.2.	At grade 9 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	9.1.4.2.	Analyze the themes or central ideas, including how they emerge and are shaped by specific details, of multiple texts, considering author perspective, identity and bias.
INDICATORS OF PROGRESS	9.1.4.4.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

INDICATORS OF PROGRESS	9.1.9.1.	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives, in the process of inquiry.
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**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
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INDICATORS OF PROGRESS	9.2.1.3.	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).
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CONTENT STANDARD / DOMAIN	Grade 9
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	9.2.2.1.	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, audio visual elements) when applicable.
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CONTENT STANDARD / DOMAIN	Grade 9
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	9.2.3.1.	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.
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INDICATORS OF PROGRESS	9.2.3.2.	Vary word usage and sentence structure for effect, considering audience and context.
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CONTENT STANDARD / DOMAIN	Grade 9
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	9.2.5.1.	Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.
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CONTENT STANDARD / DOMAIN	Grade 9
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

INDICATORS OF PROGRESS	9.2.7.2.	Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	9.2.8.1.	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, with guidance.
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.

INDICATOR	9.3.1.1.b.	elaborating on others' ideas and summarizing points of agreement and disagreement.
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Minnesota Academic Standards

Language Arts

Grade 10 - Adopted: 2020

CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS	10.1.2.2.	At grade 10 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN		Grade 10
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	10.1.4.1.	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including analysis of how and when author introduces concepts, ideas or characters; objectively summarize the text.
INDICATORS OF PROGRESS	10.1.4.4.	Compare and contrast how two authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.
CONTENT STANDARD / DOMAIN		Grade 10
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.
INDICATORS OF PROGRESS	10.1.5.2.	Evaluate how an author's ideas or claims are developed and refined by given sentences, paragraphs or larger sections of an informational text.
CONTENT STANDARD / DOMAIN		Grade 10
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	10.1.9.1.	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives, to expand understanding of a topic of inquiry.
CONTENT STANDARD / DOMAIN		Grade 10
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	10.2.1.3.	Write with command of grammar and mechanics to influence voice and style.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	10.2.2.1.	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, audiovisual elements) when applicable.
INDICATORS OF PROGRESS	10.2.2.2.	Write to represent personal perspective, identity and voice as a member of a global community.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	10.2.3.1.	Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.
INDICATORS OF PROGRESS	10.2.3.2.	Make effective word use and sentence structure choices for meaning or style, considering audience and context.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	10.2.5.1.	Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 10	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

INDICATORS OF PROGRESS	10.2.7.2.	Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.
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CONTENT STANDARD / DOMAIN

Grade 10

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	10.2.8.1.	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, with guidance.
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CONTENT STANDARD / DOMAIN

Grade 10

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.
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Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.4.1.	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.
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INDICATORS OF PROGRESS	11.1.4.4.	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.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R8.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.8.2.	Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

INDICATORS OF PROGRESS	11.1.9.1.	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.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
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INDICATORS OF PROGRESS	11.2.6.1.	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.
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INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

INDICATORS OF PROGRESS	11.2.7.2.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	11.2.8.1.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.

INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.

Minnesota Academic Standards**Language Arts****Grade 12 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	11.1.4.1.	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.

INDICATORS OF PROGRESS	11.1.4.4.	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.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	R8.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.
INDICATORS OF PROGRESS	11.1.8.2.	Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	11.1.9.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
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INDICATORS OF PROGRESS	11.2.3.1.	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.
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INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W5.	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.
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INDICATORS OF PROGRESS	11.2.5.1.	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.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
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INDICATORS OF PROGRESS	11.2.6.1.	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.
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INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
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INDICATORS OF PROGRESS	11.2.7.2.	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.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

**INDICATORS
OF PROGRESS**

11.2.8.1. 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.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.

Lesson 13: Unit 6 Summarizing Multiple References, p. 109-118

Minnesota Academic Standards**Language Arts**

Grade 9 - Adopted: 2020

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS	9.1.2.1.	Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information.
INDICATORS OF PROGRESS	9.1.2.2.	At grade 9 text complexity, select and proficiently read and comprehend texts that address academic tasks.

CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	9.1.4.2.	Analyze the themes or central ideas, including how they emerge and are shaped by specific details, of multiple texts, considering author perspective, identity and bias.
INDICATORS OF PROGRESS	9.1.4.4.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.

CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

INDICATORS OF PROGRESS	9.1.9.1.	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives, in the process of inquiry.
CONTENT STANDARD / DOMAIN	Grade 9	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	9.2.1.3.	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	9.2.2.1.	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, audio visual elements) when applicable.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	9.2.3.1.	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.
INDICATORS OF PROGRESS	9.2.3.2.	Vary word usage and sentence structure for effect, considering audience and context.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	9.2.5.1.	Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS	9.2.7.2.	Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS	9.2.8.1.	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, with guidance.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.
INDICATOR	9.3.1.1.b.	elaborating on others' ideas and summarizing points of agreement and disagreement.
Minnesota Academic Standards		
Language Arts		
Grade 10 - Adopted: 2020		
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	10.1.2.2.	At grade 10 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	10.1.4.1.	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including analysis of how and when author introduces concepts, ideas or characters; objectively summarize the text.
INDICATORS OF PROGRESS	10.1.4.4.	Compare and contrast how two authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS OF PROGRESS	10.1.5.2.	Evaluate how an author's ideas or claims are developed and refined by given sentences, paragraphs or larger sections of an informational text.
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**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

INDICATORS OF PROGRESS	10.1.9.1.	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives, to expand understanding of a topic of inquiry.
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**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	10.2.1.3.	Write with command of grammar and mechanics to influence voice and style.
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**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	10.2.2.1.	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, audiovisual elements) when applicable.
INDICATORS OF PROGRESS	10.2.2.2.	Write to represent personal perspective, identity and voice as a member of a global community.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	10.2.3.1.	Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.
INDICATORS OF PROGRESS	10.2.3.2.	Make effective word use and sentence structure choices for meaning or style, considering audience and context.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	10.2.5.1.	Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.
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**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
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INDICATORS OF PROGRESS	10.2.7.2.	Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.
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CONTENT STANDARD / DOMAIN

Grade 10

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	10.2.8.1.	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, with guidance.
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CONTENT STANDARD / DOMAIN

Grade 10

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.
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Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.4.1.	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.
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INDICATORS OF PROGRESS	11.1.4.4.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R8.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.8.2.	Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

INDICATORS OF PROGRESS	11.1.9.1.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.

CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.

CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	11.2.6.1.	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.
INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS	11.2.7.2.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS	11.2.8.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Minnesota Academic Standards

Language Arts

Grade 12 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	11.1.4.1.	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.
INDICATORS OF PROGRESS	11.1.4.4.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R8.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.8.2.	Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

INDICATORS OF PROGRESS	11.1.9.1.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
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INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	11.2.5.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	11.2.6.1.	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.
INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS	11.2.7.2.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	11.2.8.1.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.

INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Lesson 14: Unit 6 Summarizing Multiple References, p. 119-134

Minnesota Academic Standards

Language Arts

Grade 9 - Adopted: 2020

CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	R2.	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.
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INDICATORS OF PROGRESS	9.1.2.1.	Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information.
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INDICATORS OF PROGRESS	9.1.2.2.	At grade 9 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
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INDICATORS OF PROGRESS	9.1.4.2.	Analyze the themes or central ideas, including how they emerge and are shaped by specific details, of multiple texts, considering author perspective, identity and bias.
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INDICATORS OF PROGRESS	9.1.4.4.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
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INDICATORS OF PROGRESS	9.1.9.1.	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives, in the process of inquiry.
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
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INDICATORS OF PROGRESS	9.2.1.3.	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).
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**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

**INDICATORS
OF PROGRESS****9.2.2.1.**

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, audio visual elements) when applicable.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

**INDICATORS
OF PROGRESS****9.2.3.1.**

Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.

**INDICATORS
OF PROGRESS****9.2.3.2.**

Vary word usage and sentence structure for effect, considering audience and context.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

**INDICATORS
OF PROGRESS****9.2.5.1.**

Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

INDICATORS OF PROGRESS	9.2.7.2.	Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS	9.2.8.1.	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, with guidance.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.
INDICATOR	9.3.1.1.b.	elaborating on others' ideas and summarizing points of agreement and disagreement.
Minnesota Academic Standards		
Language Arts		
Grade 10 - Adopted: 2020		
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	10.1.2.2.	At grade 10 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 10	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	10.1.4.1.	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including analysis of how and when author introduces concepts, ideas or characters; objectively summarize the text.
INDICATORS OF PROGRESS	10.1.4.4.	Compare and contrast how two authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.

CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS OF PROGRESS	10.1.5.2.	Evaluate how an author's ideas or claims are developed and refined by given sentences, paragraphs or larger sections of an informational text.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

INDICATORS OF PROGRESS	10.1.9.1.	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives, to expand understanding of a topic of inquiry.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	10.2.1.3.	Write with command of grammar and mechanics to influence voice and style.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	10.2.2.1.	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, audiovisual elements) when applicable.
INDICATORS OF PROGRESS	10.2.2.2.	Write to represent personal perspective, identity and voice as a member of a global community.

CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	10.2.3.1.	Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.
INDICATORS OF PROGRESS	10.2.3.2.	Make effective word use and sentence structure choices for meaning or style, considering audience and context.

CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	10.2.5.1.	Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

INDICATORS OF PROGRESS	10.2.7.2.	Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.
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CONTENT STANDARD / DOMAIN		Grade 10
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS	10.2.8.1.	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, with guidance.
CONTENT STANDARD / DOMAIN		Grade 10
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.

Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN		Grade 11-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN		Grade 11-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading

INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	11.1.4.1.	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.
INDICATORS OF PROGRESS	11.1.4.4.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R8.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.
INDICATORS OF PROGRESS	11.1.8.2.	Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	11.1.9.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	11.2.5.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	11.2.6.1.	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.

INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS	11.2.7.2.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS	11.2.8.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas

INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
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INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Minnesota Academic Standards

Language Arts

Grade 12 - Adopted: 2020

CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.4.1.	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.
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INDICATORS OF PROGRESS	11.1.4.4.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R8.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.8.2.	Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

**INDICATORS
OF PROGRESS**

11.1.9.1. 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.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

**INDICATORS
OF PROGRESS**

11.2.1.3. Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

**INDICATORS
OF PROGRESS**

11.2.2.1. 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.

**INDICATORS
OF PROGRESS**

11.2.2.2. Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

**INDICATORS
OF PROGRESS**

11.2.3.1. 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.

INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	11.2.6.1.	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.
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INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

INDICATORS OF PROGRESS	11.2.7.2.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS	11.2.8.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Listening, Speaking, Viewing and Exchanging Ideas	
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Listening, Speaking, Viewing and Exchanging Ideas	
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
Lesson 15: Unit 6 Summarizing Multiple References, p. 135-146		
Minnesota Academic Standards		
Language Arts		
Grade 9 - Adopted: 2020		
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Reading	
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS	9.1.2.1.	Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information.
INDICATORS OF PROGRESS	9.1.2.2.	At grade 9 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	9.1.4.2.	Analyze the themes or central ideas, including how they emerge and are shaped by specific details, of multiple texts, considering author perspective, identity and bias.
INDICATORS OF PROGRESS	9.1.4.4.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	9.1.9.1.	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives, in the process of inquiry.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	9.2.1.3.	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	9.2.2.1.	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, audio visual elements) when applicable.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	9.2.3.1.	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.
INDICATORS OF PROGRESS	9.2.3.2.	Vary word usage and sentence structure for effect, considering audience and context.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	9.2.5.1.	Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS	9.2.7.2.	Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.
CONTENT STANDARD / DOMAIN	Grade 9	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS	9.2.8.1.	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, with guidance.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Listening, Speaking, Viewing and Exchanging Ideas	
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.
INDICATOR	9.3.1.1.b.	elaborating on others' ideas and summarizing points of agreement and disagreement.

Minnesota Academic Standards

Language Arts

Grade 10 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Reading	
INDICATORS OF PROGRESS / STRAND	R2.	
INDICATORS OF PROGRESS	10.1.2.2.	At grade 10 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Reading	
INDICATORS OF PROGRESS / STRAND	R4.	
	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.	

INDICATORS OF PROGRESS	10.1.4.1.	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including analysis of how and when author introduces concepts, ideas or characters; objectively summarize the text.
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INDICATORS OF PROGRESS	10.1.4.4.	Compare and contrast how two authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS OF PROGRESS	10.1.5.2.	Evaluate how an author's ideas or claims are developed and refined by given sentences, paragraphs or larger sections of an informational text.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

INDICATORS OF PROGRESS	10.1.9.1.	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives, to expand understanding of a topic of inquiry.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	10.2.1.3.	Write with command of grammar and mechanics to influence voice and style.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	10.2.2.1.	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, audiovisual elements) when applicable.
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INDICATORS OF PROGRESS	10.2.2.2.	Write to represent personal perspective, identity and voice as a member of a global community.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	10.2.3.1.	Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.
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INDICATORS OF PROGRESS	10.2.3.2.	Make effective word use and sentence structure choices for meaning or style, considering audience and context.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	10.2.5.1.	Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

INDICATORS OF PROGRESS	10.2.7.2.	Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS	10.2.8.1.	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, with guidance.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Listening, Speaking, Viewing and Exchanging Ideas	
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.

Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Reading	
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Reading	
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.4.1.	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.
INDICATORS OF PROGRESS	11.1.4.4.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R8.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.
INDICATORS OF PROGRESS	11.1.8.2.	Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	11.1.9.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	11.2.5.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	11.2.6.1.	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.
INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

**INDICATORS
OF PROGRESS**

11.2.7.2.

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.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

**INDICATORS
OF PROGRESS**

11.2.8.1.

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.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Minnesota Academic Standards

Language Arts

Grade 12 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS

11.1.2.2.

At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS

11.1.4.1.

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.

INDICATORS OF PROGRESS

11.1.4.4.

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.

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R8.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.

INDICATORS OF PROGRESS

11.1.8.2.

Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

INDICATORS OF PROGRESS	11.1.9.1.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
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INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
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INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

**INDICATORS
OF PROGRESS**

11.2.5.1.

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.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

**INDICATORS
OF PROGRESS**

11.2.6.1.

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.

**INDICATORS
OF PROGRESS**

11.2.6.2.

Apply structural elements characteristic of the personal essay or autobiographical essay.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

**INDICATORS
OF PROGRESS**

11.2.7.2.

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.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	11.2.8.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
Lesson 16: Unit 7 Inventive Writing, p. 147-152		
Minnesota Academic Standards		
Language Arts		
Grade 9 - Adopted: 2020		
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	9.2.1.3.	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

**INDICATORS
OF PROGRESS****9.2.2.1.**

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, audio visual elements) when applicable.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

**INDICATORS
OF PROGRESS****9.2.3.1.**

Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.

**INDICATORS
OF PROGRESS****9.2.3.2.**

Vary word usage and sentence structure for effect, considering audience and context.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

**INDICATORS
OF PROGRESS****9.2.5.1.**

Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.
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INDICATOR 9.3.1.1.b. elaborating on others' ideas and summarizing points of agreement and disagreement.

Minnesota Academic Standards

Language Arts

Grade 10 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 10
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS 10.2.1.3. Write with command of grammar and mechanics to influence voice and style.

CONTENT STANDARD / DOMAIN	Grade 10
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS 10.2.2.1. 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, audiovisual elements) when applicable.

INDICATORS OF PROGRESS 10.2.2.2. Write to represent personal perspective, identity and voice as a member of a global community.

CONTENT STANDARD / DOMAIN	Grade 10
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS 10.2.3.1. Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.

INDICATORS OF PROGRESS 10.2.3.2. Make effective word use and sentence structure choices for meaning or style, considering audience and context.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	10.2.5.1.	Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.
CONTENT STANDARD / DOMAIN		Grade 10

Minnesota Academic Standards**Language Arts****Grade 11 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	11.2.5.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	11.2.6.1.	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.
INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / DOMAIN		Grade 11-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.

Minnesota Academic Standards**Language Arts****Grade 12 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
CONTENT STANDARD / DOMAIN		Grade 11-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
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INDICATORS OF PROGRESS	11.2.2.1.	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.
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INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
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INDICATORS OF PROGRESS	11.2.3.1.	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.
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INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W5.	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.
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INDICATORS OF PROGRESS	11.2.5.1.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
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INDICATORS OF PROGRESS	11.2.6.1.	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.
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INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
Lesson 17: Unit 7 Inventive Writing, p. 153-158		
Minnesota Academic Standards		
Language Arts		
Grade 9 - Adopted: 2020		
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	9.2.1.3.	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

**INDICATORS
OF PROGRESS****9.2.2.1.**

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, audio visual elements) when applicable.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

**INDICATORS
OF PROGRESS****9.2.3.1.**

Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.

**INDICATORS
OF PROGRESS****9.2.3.2.**

Vary word usage and sentence structure for effect, considering audience and context.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

**INDICATORS
OF PROGRESS****9.2.5.1.**

Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	9.2.8.1.	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, with guidance.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.
INDICATOR	9.3.1.1.b.	elaborating on others' ideas and summarizing points of agreement and disagreement.

Minnesota Academic Standards

Language Arts

Grade 10 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	10.2.1.3.	Write with command of grammar and mechanics to influence voice and style.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	10.2.2.1.	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, audiovisual elements) when applicable.
INDICATORS OF PROGRESS	10.2.2.2.	Write to represent personal perspective, identity and voice as a member of a global community.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	10.2.3.1.	Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.
INDICATORS OF PROGRESS	10.2.3.2.	Make effective word use and sentence structure choices for meaning or style, considering audience and context.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	10.2.5.1.	Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.
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**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	10.2.8.1.	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, with guidance.
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**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.
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Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	11.2.6.1.	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.
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INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	11.2.8.1.	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.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
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INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Listening, Speaking, Viewing and Exchanging Ideas	
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.

Minnesota Academic Standards

Language Arts

Grade 12 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Writing	
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Writing	
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	11.2.2.1.	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.

INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	11.2.5.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	11.2.6.1.	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.
INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
CONTENT STANDARD / DOMAIN	Grade 11-12	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	11.2.8.1.	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.
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CONTENT STANDARD / DOMAIN	Grade 11-12	
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.

INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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CONTENT STANDARD / DOMAIN	Grade 11-12	
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Lesson 18: Unit 7 Inventive Writing, p. 159-166

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Language Arts

Grade 9 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
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INDICATORS OF PROGRESS	9.2.1.3.	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).
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CONTENT STANDARD / DOMAIN	Grade 9
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	9.2.2.1.	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, audio visual elements) when applicable.
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CONTENT STANDARD / DOMAIN	Grade 9
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	9.2.3.1.	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.
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INDICATORS OF PROGRESS	9.2.3.2.	Vary word usage and sentence structure for effect, considering audience and context.
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CONTENT STANDARD / DOMAIN	Grade 9
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	9.2.5.1.	Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.
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CONTENT STANDARD / DOMAIN	Grade 9
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS	9.2.8.1.	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, with guidance.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Listening, Speaking, Viewing and Exchanging Ideas	
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.

INDICATOR 9.3.1.1.b. elaborating on others' ideas and summarizing points of agreement and disagreement.

Minnesota Academic Standards

Language Arts

Grade 10 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	10.2.1.3.	Write with command of grammar and mechanics to influence voice and style.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Writing	
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	10.2.2.1.	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, audiovisual elements) when applicable.
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INDICATORS OF PROGRESS	10.2.2.2.	Write to represent personal perspective, identity and voice as a member of a global community.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	10.2.3.1.	Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.
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INDICATORS OF PROGRESS	10.2.3.2.	Make effective word use and sentence structure choices for meaning or style, considering audience and context.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	10.2.5.1.	Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	10.2.8.1.	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, with guidance.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.
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Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
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INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	11.2.6.1.	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.
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INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	11.2.8.1.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.

Minnesota Academic Standards

Language Arts

Grade 12 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	11.2.5.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	11.2.6.1.	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.
INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

**INDICATORS
OF PROGRESS****11.2.8.1.**

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.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.

INDICATOR**11.3.1.1.c**

work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

**INDICATORS
OF PROGRESS****11.3.1.3.**

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

Lesson 19: Unit 8 Formal Essay Models, p. 167-174

Minnesota Academic Standards**Language Arts****Grade 9 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	9.2.1.3.	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	9.2.2.1.	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, audio visual elements) when applicable.
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	9.2.3.1.	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.
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INDICATORS OF PROGRESS	9.2.3.2.	Vary word usage and sentence structure for effect, considering audience and context.
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	9.2.5.1.	Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.
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**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS	9.2.8.1.	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, with guidance.
CONTENT STANDARD / DOMAIN		Grade 9
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.
INDICATOR	9.3.1.1.b.	elaborating on others' ideas and summarizing points of agreement and disagreement.

Minnesota Academic Standards**Language Arts****Grade 10 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	10.2.1.3.	Write with command of grammar and mechanics to influence voice and style.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
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INDICATORS OF PROGRESS	10.2.2.1.	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, audiovisual elements) when applicable.
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INDICATORS OF PROGRESS	10.2.2.2.	Write to represent personal perspective, identity and voice as a member of a global community.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
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INDICATORS OF PROGRESS	10.2.3.1.	Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.
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INDICATORS OF PROGRESS	10.2.3.2.	Make effective word use and sentence structure choices for meaning or style, considering audience and context.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W5.	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.
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INDICATORS OF PROGRESS	10.2.5.1.	Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
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INDICATORS OF PROGRESS	10.2.8.1.	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, with guidance.
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**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.
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Minnesota Academic Standards**Language Arts****Grade 11 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
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INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	11.2.5.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	11.2.6.1.	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.
INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS	11.2.8.1.	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.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / DOMAIN		Grade 11-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.

Minnesota Academic Standards**Language Arts****Grade 12 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	11.2.5.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	11.2.6.1.	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.

INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS	11.2.8.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.

Lesson 20: Unit 8 Formal Essay Models, p. 175-182

Minnesota Academic Standards

Language Arts

Grade 9 - Adopted: 2020

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	9.1.2.1.	Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information.
INDICATORS OF PROGRESS	9.1.2.2.	At grade 9 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN		Grade 9
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	9.1.4.1.	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including making connections to other texts; objectively summarize the text.
INDICATORS OF PROGRESS	9.1.4.2.	Analyze the themes or central ideas, including how they emerge and are shaped by specific details, of multiple texts, considering author perspective, identity and bias.
INDICATORS OF PROGRESS	9.1.4.4.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.
CONTENT STANDARD / DOMAIN		Grade 9
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	9.1.9.1.	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives, in the process of inquiry.
CONTENT STANDARD / DOMAIN		Grade 9

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	9.2.1.1.	Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance.
INDICATORS OF PROGRESS	9.2.1.3.	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).

CONTENT STANDARD / DOMAIN Grade 9

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

CONTENT STANDARD / DOMAIN Grade 9

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS 9.2.3.1. Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.

INDICATORS OF PROGRESS 9.2.3.2. Vary word usage and sentence structure for effect, considering audience and context.

CONTENT STANDARD / DOMAIN Grade 9

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	9.2.5.1.	Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

INDICATORS OF PROGRESS	9.2.7.1.	Formulate self-generated questions that guide inquiry to solve a problem, generating additional questions for further research and investigation.
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INDICATORS OF PROGRESS	9.2.7.2.	Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	9.2.8.1.	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, with guidance.
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.

INDICATOR	9.3.1.1.b.	elaborating on others' ideas and summarizing points of agreement and disagreement.
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Minnesota Academic Standards

Language Arts

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS	10.1.2.1.	Read independently and synthesize understanding from multiple texts in order to make meaning about a topic, with guidance and support, and annotate learning.
INDICATORS OF PROGRESS	10.1.2.2.	At grade 10 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	10.1.4.1.	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including analysis of how and when author introduces concepts, ideas or characters; objectively summarize the text.
INDICATORS OF PROGRESS	10.1.4.4.	Compare and contrast how two authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS OF PROGRESS	10.1.5.2.	Evaluate how an author's ideas or claims are developed and refined by given sentences, paragraphs or larger sections of an informational text.
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**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	10.1.9.1.	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives, to expand understanding of a topic of inquiry.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	10.2.1.1.	Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance
INDICATORS OF PROGRESS	10.2.1.3.	Write with command of grammar and mechanics to influence voice and style.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	10.2.2.1.	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, audiovisual elements) when applicable.
INDICATORS OF PROGRESS	10.2.2.2.	Write to represent personal perspective, identity and voice as a member of a global community.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	10.2.3.1.	Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.
INDICATORS OF PROGRESS	10.2.3.2.	Make effective word use and sentence structure choices for meaning or style, considering audience and context.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS

10.2.5.1. Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

INDICATORS OF PROGRESS

10.2.7.1. Formulate self-generated questions to solve a problem that guide inquiry, generating additional questions for further research and investigation.

INDICATORS OF PROGRESS

10.2.7.2. Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS

10.2.8.1. 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, with guidance.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.
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Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	11.1.2.1.	Read independently and synthesize understanding from multiple texts in order to make meaning or deepen understanding of a topic, and annotate learning.
INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	11.1.4.1.	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.
INDICATORS OF PROGRESS	11.1.4.4.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R8.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.
INDICATORS OF PROGRESS	11.1.8.2.	Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	11.1.9.1.	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.
INDICATORS OF PROGRESS	11.1.9.2.	Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations.
CONTENT STANDARD / DOMAIN		Grade 11-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	11.2.1.1.	Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose.
INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
CONTENT STANDARD / DOMAIN		Grade 11-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
CONTENT STANDARD / DOMAIN		Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.

CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	11.2.6.1.	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.
INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.

CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

INDICATORS OF PROGRESS	11.2.7.1.	Formulate self-generated questions narrowing or broadening the inquiry to demonstrate understanding of the subject under investigation.
INDICATORS OF PROGRESS	11.2.7.2.	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.

CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	11.2.8.1.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.

INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Minnesota Academic Standards

Language Arts

Grade 12 - Adopted: 2020

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS	11.1.2.1.	Read independently and synthesize understanding from multiple texts in order to make meaning or deepen understanding of a topic, and annotate learning.
INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.4.1.	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.
INDICATORS OF PROGRESS	11.1.4.4.	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.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R8.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.8.2.	Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

INDICATORS OF PROGRESS	11.1.9.1.	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.
INDICATORS OF PROGRESS	11.1.9.2.	Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	11.2.1.1.	Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose.
INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

**INDICATORS
OF PROGRESS****11.2.5.1.**

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.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

**INDICATORS
OF PROGRESS****11.2.6.1.**

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.

**INDICATORS
OF PROGRESS****11.2.6.2.**

Apply structural elements characteristic of the personal essay or autobiographical essay.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

**INDICATORS
OF PROGRESS****11.2.7.1.**

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

**INDICATORS
OF PROGRESS****11.2.7.2.**

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.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
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INDICATORS OF PROGRESS	11.2.8.1.	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.
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CONTENT STANDARD / DOMAIN	Grade 11-12
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
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INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
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INDICATORS OF PROGRESS	11.3.1.1.	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.
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INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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CONTENT STANDARD / DOMAIN	Grade 11-12
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
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INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
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INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Lesson 21: Unit 8 Formal Essay Models, p. 183-192

Minnesota Academic Standards

Language Arts

Grade 9 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 9
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	R2.	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.
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INDICATORS OF PROGRESS	9.1.2.1.	Read independently and self-monitor understanding of grade-level text; independently annotate learning, applying strategies when meaning breaks down, including, but not limited to, consulting resources for more information.
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	9.1.4.1.	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including making connections to other texts; objectively summarize the text.
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

INDICATORS OF PROGRESS	9.1.9.1.	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives, in the process of inquiry.
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	9.2.1.1.	Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance.
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INDICATORS OF PROGRESS	9.2.1.3.	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	9.2.2.1.	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, audio visual elements) when applicable.
CONTENT STANDARD / DOMAIN		Grade 9
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	9.2.3.1.	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.
INDICATORS OF PROGRESS	9.2.3.2.	Vary word usage and sentence structure for effect, considering audience and context.
CONTENT STANDARD / DOMAIN		Grade 9
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	9.2.5.1.	Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.
CONTENT STANDARD / DOMAIN		Grade 9
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.
INDICATORS OF PROGRESS	9.2.7.2.	Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.
CONTENT STANDARD / DOMAIN		Grade 9
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
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INDICATORS OF PROGRESS	9.2.8.1.	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, with guidance.
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CONTENT STANDARD / DOMAIN	Grade 9
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
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INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
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INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.
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INDICATOR	9.3.1.1.b.	elaborating on others' ideas and summarizing points of agreement and disagreement.
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Minnesota Academic Standards

Language Arts

Grade 10 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 10
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	10.1.4.1.	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including analysis of how and when author introduces concepts, ideas or characters; objectively summarize the text.
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CONTENT STANDARD / DOMAIN	Grade 10
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

INDICATORS OF PROGRESS	10.1.9.1.	Access information from a wide variety of sources, on both sides of an issue or from multiple perspectives, to expand understanding of a topic of inquiry.
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**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	10.2.1.1.	Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance
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INDICATORS OF PROGRESS	10.2.1.3.	Write with command of grammar and mechanics to influence voice and style.
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**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	10.2.2.1.	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, audiovisual elements) when applicable.
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INDICATORS OF PROGRESS	10.2.2.2.	Write to represent personal perspective, identity and voice as a member of a global community.
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**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	10.2.3.1.	Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.
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INDICATORS OF PROGRESS	10.2.3.2.	Make effective word use and sentence structure choices for meaning or style, considering audience and context.
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**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W5.	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.
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INDICATORS OF PROGRESS	10.2.5.1.	Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

INDICATORS OF PROGRESS	10.2.7.2.	Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	10.2.8.1.	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, with guidance.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.
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Minnesota Academic Standards

Language Arts

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

**INDICATORS
OF PROGRESS**

11.1.4.1. 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.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

**INDICATORS
OF PROGRESS**

11.1.9.1. 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.

**INDICATORS
OF PROGRESS**

11.1.9.2. Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

**INDICATORS
OF PROGRESS**

11.2.1.1. Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose.

**INDICATORS
OF PROGRESS**

11.2.1.3. Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	11.2.5.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	11.2.6.1.	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.
INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

**INDICATORS
OF PROGRESS**

11.2.7.2.

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.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

**INDICATORS
OF PROGRESS**

11.2.8.1.

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.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Minnesota Academic Standards

Language Arts

Grade 12 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS

11.1.4.1.

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.

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

INDICATORS OF PROGRESS

11.1.9.1.

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.

INDICATORS OF PROGRESS

11.1.9.2.

Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations.

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS

11.2.1.1.

Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose.

INDICATORS OF PROGRESS

11.2.1.3.

Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
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INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
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INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
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INDICATORS OF PROGRESS	11.2.6.1.	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.
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INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W7.	Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

INDICATORS OF PROGRESS	11.2.7.2.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	11.2.8.1.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.

INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.

Lesson 22: Unit 8 Formal Essay Models, p. 193-200

Minnesota Academic Standards**Language Arts****Grade 9 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

**INDICATORS
OF PROGRESS****9.2.1.3.**

Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

**INDICATORS
OF PROGRESS****9.2.2.1.**

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, audio visual elements) when applicable.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
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INDICATORS OF PROGRESS	9.2.3.1.	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.
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INDICATORS OF PROGRESS	9.2.3.2.	Vary word usage and sentence structure for effect, considering audience and context.
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	9.2.5.1.	Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	9.2.8.1.	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, with guidance.
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.
INDICATOR	9.3.1.1.b.	elaborating on others' ideas and summarizing points of agreement and disagreement.

Language Arts

Grade 10 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 10

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS

10.2.1.3. Write with command of grammar and mechanics to influence voice and style.

CONTENT STANDARD / DOMAIN

Grade 10

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS

10.2.2.1. 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, audiovisual elements) when applicable.

INDICATORS OF PROGRESS

10.2.2.2. Write to represent personal perspective, identity and voice as a member of a global community.

CONTENT STANDARD / DOMAIN

Grade 10

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS

10.2.3.1. Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.

INDICATORS OF PROGRESS

10.2.3.2. Make effective word use and sentence structure choices for meaning or style, considering audience and context.

CONTENT STANDARD / DOMAIN

Grade 10

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W5.	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.
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INDICATORS OF PROGRESS	10.2.5.1.	Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	10.2.8.1.	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, with guidance.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.
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Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
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INDICATORS OF PROGRESS	11.2.6.1.	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.
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INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
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INDICATORS OF PROGRESS	11.2.8.1.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
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INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
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INDICATORS OF PROGRESS	11.3.1.1.	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.
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INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
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INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
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INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Language Arts

Grade 12 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS

11.2.1.3. Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS

11.2.2.1. 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.

INDICATORS OF PROGRESS

11.2.2.2. Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS

11.2.3.1. 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.

INDICATORS OF PROGRESS

11.2.3.2. Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W5.	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.
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INDICATORS OF PROGRESS	11.2.5.1.	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.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
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INDICATORS OF PROGRESS	11.2.6.1.	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.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
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INDICATORS OF PROGRESS	11.2.8.1.	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.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
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INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
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INDICATORS OF PROGRESS	11.3.1.1.	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.
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INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.

Lesson 23: Unit 8 Formal Essay Models, p. 201-206

Minnesota Academic Standards**Language Arts****Grade 9 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	9.2.1.3.	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	9.2.2.1.	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, audio visual elements) when applicable.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	9.2.3.1.	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.
INDICATORS OF PROGRESS	9.2.3.2.	Vary word usage and sentence structure for effect, considering audience and context.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	9.2.5.1.	Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS	9.2.8.1.	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, with guidance.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.
INDICATOR	9.3.1.1.b.	elaborating on others' ideas and summarizing points of agreement and disagreement.

Language Arts

Grade 10 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	10.2.1.3.	Write with command of grammar and mechanics to influence voice and style.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	10.2.2.1.	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, audiovisual elements) when applicable.
INDICATORS OF PROGRESS	10.2.2.2.	Write to represent personal perspective, identity and voice as a member of a global community.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	10.2.3.1.	Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.
INDICATORS OF PROGRESS	10.2.3.2.	Make effective word use and sentence structure choices for meaning or style, considering audience and context.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	W5.	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.
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INDICATORS OF PROGRESS	10.2.5.1.	Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.
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CONTENT STANDARD / DOMAIN	Grade 10
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	10.2.8.1.	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, with guidance.
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CONTENT STANDARD / DOMAIN	Grade 10
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.
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Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 11-12
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
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INDICATORS OF PROGRESS	11.2.6.1.	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.
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INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
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INDICATORS OF PROGRESS	11.2.8.1.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
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INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
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INDICATORS OF PROGRESS	11.3.1.1.	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.
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INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
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INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
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INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Language Arts

Grade 12 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS

11.2.1.3. Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS

11.2.2.1. 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.

INDICATORS OF PROGRESS

11.2.2.2. Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS

11.2.3.1. 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.

INDICATORS OF PROGRESS

11.2.3.2. Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W5.	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.
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INDICATORS OF PROGRESS	11.2.5.1.	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.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
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INDICATORS OF PROGRESS	11.2.6.1.	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.
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INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
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INDICATORS OF PROGRESS	11.2.8.1.	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.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
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INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
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INDICATORS OF PROGRESS	11.3.1.1.	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.
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INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.

Lesson 24: Unit 9 Formal Critique and Response to Literature, p. 207-212

Minnesota Academic Standards**Language Arts****Grade 9 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	9.1.2.2.	At grade 9 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**INDICATORS
OF PROGRESS**

9.1.2.3.

Locate, select and read texts by two authors on the same topic or theme.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	9.1.4.2.	Analyze the themes or central ideas, including how they emerge and are shaped by specific details, of multiple texts, considering author perspective, identity and bias.

**INDICATORS
OF PROGRESS**

9.1.4.3.

Compare and contrast characters, attending to character complexity (e.g., those with multiple or conflicting motivations), in one or more literary texts.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS 9.2.1.3. Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS 9.2.2.1. 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, audio visual elements) when applicable.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS 9.2.3.2. Vary word usage and sentence structure for effect, considering audience and context.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS 9.2.5.1. Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.

INDICATORS OF PROGRESS	9.2.5.2.	Write to respond to a literary text, including analysis of narrative elements (e.g., writing personal reactions, analysis, and interpretation of text).
CONTENT STANDARD / DOMAIN		Grade 9
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS	9.2.8.1.	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, with guidance.
CONTENT STANDARD / DOMAIN		Grade 9
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.
INDICATOR	9.3.1.1.b.	elaborating on others' ideas and summarizing points of agreement and disagreement.
Minnesota Academic Standards		
Language Arts		
Grade 10 - Adopted: 2020		
CONTENT STANDARD / DOMAIN		Grade 10
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	10.1.2.2.	At grade 10 text complexity, select and proficiently read and comprehend texts that address academic tasks.
INDICATORS OF PROGRESS	10.1.2.3.	Locate, select and read text by multiple authors on the same topic or theme to examine concepts or issues from multiple viewpoints or perspectives.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	10.1.4.1.	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including analysis of how and when author introduces concepts, ideas or characters; objectively summarize the text.
INDICATORS OF PROGRESS	10.1.4.2.	Analyze and compare/contrast the themes or central ideas of multiple texts, researching and interpreting possible impact of author perspective, identity and bias.
INDICATORS OF PROGRESS	10.1.4.3.	Analyze how events, ideas and complex characters develop over the course of a text and advance the plot in a literary text.
CONTENT STANDARD / DOMAIN		Grade 10
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	10.2.1.3.	Write with command of grammar and mechanics to influence voice and style.
CONTENT STANDARD / DOMAIN		Grade 10
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	10.2.2.1.	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, audiovisual elements) when applicable.
INDICATORS OF PROGRESS	10.2.2.2.	Write to represent personal perspective, identity and voice as a member of a global community.
CONTENT STANDARD / DOMAIN		Grade 10
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
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INDICATORS OF PROGRESS	10.2.3.1.	Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.
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INDICATORS OF PROGRESS	10.2.3.2.	Make effective word use and sentence structure choices for meaning or style, considering audience and context.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W5.	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.
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INDICATORS OF PROGRESS	10.2.5.1.	Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.
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INDICATORS OF PROGRESS	10.2.5.2.	Write to respond to literary text, choosing either a deeper or wider analysis of narrative elements.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
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INDICATORS OF PROGRESS	10.2.8.1.	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, with guidance.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
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INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
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INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.
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Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	11.1.4.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	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.
INDICATORS OF PROGRESS	11.1.6.2.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

INDICATORS OF PROGRESS	11.1.9.2.	Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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INDICATORS OF PROGRESS	11.2.5.2.	Write to respond to literary text, analyzing multiple literary texts with common genre, author or theme.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	11.2.8.1.	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.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.

INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Minnesota Academic Standards

Language Arts

CONTENT STANDARD / DOMAIN			Grade 11-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading	
INDICATORS OF PROGRESS / STRAND	R2.	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.	
INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.	
CONTENT STANDARD / DOMAIN			Grade 11-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading	
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.	
INDICATORS OF PROGRESS	11.1.4.1.	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.	
CONTENT STANDARD / DOMAIN			Grade 11-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading	
INDICATORS OF PROGRESS / STRAND	R6.	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.	
INDICATORS OF PROGRESS	11.1.6.2.	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.	
CONTENT STANDARD / DOMAIN			Grade 11-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading	
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.	
INDICATORS OF PROGRESS	11.1.9.2.	Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations.	

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
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INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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INDICATORS OF PROGRESS	11.2.5.2.	Write to respond to literary text, analyzing multiple literary texts with common genre, author or theme.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	11.2.8.1.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.

INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Minnesota Academic Standards

Language Arts

Grade 9 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 9

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS

9.1.2.2. At grade 9 text complexity, select and proficiently read and comprehend texts that address academic tasks.

INDICATORS OF PROGRESS

9.1.2.3. Locate, select and read texts by two authors on the same topic or theme.

CONTENT STANDARD / DOMAIN

Grade 9

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS

9.1.4.2. Analyze the themes or central ideas, including how they emerge and are shaped by specific details, of multiple texts, considering author perspective, identity and bias.

INDICATORS OF PROGRESS

9.1.4.3. Compare and contrast characters, attending to character complexity (e.g., those with multiple or conflicting motivations), in one or more literary texts.

CONTENT STANDARD / DOMAIN

Grade 9

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS

9.2.1.3. Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).

CONTENT STANDARD / DOMAIN

Grade 9

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	9.2.2.1.	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, audio visual elements) when applicable.
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	9.2.3.1.	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.
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INDICATORS OF PROGRESS	9.2.3.2.	Vary word usage and sentence structure for effect, considering audience and context.
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	9.2.5.1.	Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years.
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INDICATORS OF PROGRESS	9.2.5.2.	Write to respond to a literary text, including analysis of narrative elements (e.g., writing personal reactions, analysis, and interpretation of text).
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	9.2.8.1.	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, with guidance.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.
INDICATOR	9.3.1.1.b.	elaborating on others' ideas and summarizing points of agreement and disagreement.

Minnesota Academic Standards

Language Arts

Grade 10 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	10.1.2.2.	At grade 10 text complexity, select and proficiently read and comprehend texts that address academic tasks.
INDICATORS OF PROGRESS	10.1.2.3.	Locate, select and read text by multiple authors on the same topic or theme to examine concepts or issues from multiple viewpoints or perspectives.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	10.1.4.1.	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including analysis of how and when author introduces concepts, ideas or characters; objectively summarize the text.

INDICATORS OF PROGRESS	10.1.4.2.	Analyze and compare/contrast the themes or central ideas of multiple texts, researching and interpreting possible impact of author perspective, identity and bias.
INDICATORS OF PROGRESS	10.1.4.3.	Analyze how events, ideas and complex characters develop over the course of a text and advance the plot in a literary text.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	10.2.1.3.	Write with command of grammar and mechanics to influence voice and style.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	10.2.2.1.	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, audiovisual elements) when applicable.
INDICATORS OF PROGRESS	10.2.2.2.	Write to represent personal perspective, identity and voice as a member of a global community.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	10.2.3.1.	Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.
INDICATORS OF PROGRESS	10.2.3.2.	Make effective word use and sentence structure choices for meaning or style, considering audience and context.
CONTENT STANDARD / DOMAIN	Grade 10	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	10.2.5.1.	Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic; Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.
INDICATORS OF PROGRESS	10.2.5.2.	Write to respond to literary text, choosing either a deeper or wider analysis of narrative elements.

CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS 10.3.1.3. Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.

Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	11.1.4.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	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.
INDICATORS OF PROGRESS	11.1.6.2.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	11.1.9.2.	Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
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INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
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INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
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INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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INDICATORS OF PROGRESS	11.2.5.2.	Write to respond to literary text, analyzing multiple literary texts with common genre, author or theme.
CONTENT STANDARD / DOMAIN		Grade 11-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	11.2.6.1.	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.
INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
CONTENT STANDARD / DOMAIN		Grade 11-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS	11.2.8.1.	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.
CONTENT STANDARD / DOMAIN		Grade 11-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / DOMAIN		Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Minnesota Academic Standards

Language Arts

Grade 12 - Adopted: 2020

CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.4.1.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	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.

INDICATORS OF PROGRESS	11.1.6.2.	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.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

**INDICATORS
OF PROGRESS**

11.1.9.2. Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

**INDICATORS
OF PROGRESS**

11.2.1.3. Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

**INDICATORS
OF PROGRESS**

11.2.2.1. 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.

**INDICATORS
OF PROGRESS**

11.2.2.2. Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

**INDICATORS
OF PROGRESS**

11.2.3.1. 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.

INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	11.2.5.1.	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.
INDICATORS OF PROGRESS	11.2.5.2.	Write to respond to literary text, analyzing multiple literary texts with common genre, author or theme.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	11.2.6.1.	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.
INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS	11.2.8.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.

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Minnesota Academic Standards

Language Arts

Grade 9 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	9.1.2.2.	At grade 9 text complexity, select and proficiently read and comprehend texts that address academic tasks.
INDICATORS OF PROGRESS	9.1.2.3.	Locate, select and read texts by two authors on the same topic or theme.
CONTENT STANDARD / DOMAIN	Grade 9	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	9.1.4.2.	Analyze the themes or central ideas, including how they emerge and are shaped by specific details, of multiple texts, considering author perspective, identity and bias.
INDICATORS OF PROGRESS	9.1.4.3.	Compare and contrast characters, attending to character complexity (e.g., those with multiple or conflicting motivations), in one or more literary texts.

CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	9.2.1.3.	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).
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CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	9.2.2.1.	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, audio visual elements) when applicable.
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CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	9.2.3.1.	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.
INDICATORS OF PROGRESS	9.2.3.2.	Vary word usage and sentence structure for effect, considering audience and context.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	9.2.5.2.	Write to respond to a literary text, including analysis of narrative elements (e.g., writing personal reactions, analysis, and interpretation of text).
CONTENT STANDARD / DOMAIN		Grade 9
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS	9.2.8.1.	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, with guidance.
CONTENT STANDARD / DOMAIN		Grade 9
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.
INDICATOR	9.3.1.1.b.	elaborating on others' ideas and summarizing points of agreement and disagreement.

Minnesota Academic Standards**Language Arts****Grade 10 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	10.1.2.2.	At grade 10 text complexity, select and proficiently read and comprehend texts that address academic tasks.
INDICATORS OF PROGRESS	10.1.2.3.	Locate, select and read text by multiple authors on the same topic or theme to examine concepts or issues from multiple viewpoints or perspectives.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	10.1.4.1.	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including analysis of how and when author introduces concepts, ideas or characters; objectively summarize the text.
INDICATORS OF PROGRESS	10.1.4.2.	Analyze and compare/contrast the themes or central ideas of multiple texts, researching and interpreting possible impact of author perspective, identity and bias.
INDICATORS OF PROGRESS	10.1.4.3.	Analyze how events, ideas and complex characters develop over the course of a text and advance the plot in a literary text.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	10.2.1.3.	Write with command of grammar and mechanics to influence voice and style.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	10.2.2.1.	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, audiovisual elements) when applicable.
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INDICATORS OF PROGRESS	10.2.2.2.	Write to represent personal perspective, identity and voice as a member of a global community.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	10.2.3.1.	Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.
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INDICATORS OF PROGRESS	10.2.3.2.	Make effective word use and sentence structure choices for meaning or style, considering audience and context.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	10.2.5.2.	Write to respond to literary text, choosing either a deeper or wider analysis of narrative elements.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	10.2.8.1.	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, with guidance.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.
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Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.4.1.	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.
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CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	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.

INDICATORS OF PROGRESS	11.1.6.2.	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.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

INDICATORS OF PROGRESS	11.1.9.2.	Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
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INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
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INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	11.2.5.1.	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.
INDICATORS OF PROGRESS	11.2.5.2.	Write to respond to literary text, analyzing multiple literary texts with common genre, author or theme.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	11.2.6.1.	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.
INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS	11.2.8.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.

Minnesota Academic Standards

Language Arts

Grade 12 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.4.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	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.
INDICATORS OF PROGRESS	11.1.6.2.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	11.1.9.2.	Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	11.2.5.1.	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.
INDICATORS OF PROGRESS	11.2.5.2.	Write to respond to literary text, analyzing multiple literary texts with common genre, author or theme.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	11.2.6.1.	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.

INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	11.2.8.1.	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.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.

Lesson 27: Unit 9 Formal Critique and Response to Literature, p. 233-244

Minnesota Academic Standards

Language Arts

Grade 9 - Adopted: 2020

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS	9.1.2.2.	At grade 9 text complexity, select and proficiently read and comprehend texts that address academic tasks.
INDICATORS OF PROGRESS	9.1.2.3.	Locate, select and read texts by two authors on the same topic or theme.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	9.1.4.2.	Analyze the themes or central ideas, including how they emerge and are shaped by specific details, of multiple texts, considering author perspective, identity and bias.
INDICATORS OF PROGRESS	9.1.4.3.	Compare and contrast characters, attending to character complexity (e.g., those with multiple or conflicting motivations), in one or more literary texts.

**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R8.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.

INDICATORS OF PROGRESS	9.1.8.1.	Analyze the impact of specific word choices, rhythm, meter or other style choices on meaning and tone in literary text (e.g., word choices that allude to culture, time period or geography).
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**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	9.2.1.3.	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).
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CONTENT STANDARD / DOMAIN

Grade 9

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	9.2.2.1.	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, audio visual elements) when applicable.
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CONTENT STANDARD / DOMAIN

Grade 9

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	9.2.3.1.	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.
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INDICATORS OF PROGRESS	9.2.3.2.	Vary word usage and sentence structure for effect, considering audience and context.
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CONTENT STANDARD / DOMAIN

Grade 9

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	9.2.5.2.	Write to respond to a literary text, including analysis of narrative elements (e.g., writing personal reactions, analysis, and interpretation of text).
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CONTENT STANDARD / DOMAIN

Grade 9

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	9.2.8.1.	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, with guidance.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.
INDICATOR	9.3.1.1.b.	elaborating on others' ideas and summarizing points of agreement and disagreement.

Minnesota Academic Standards

Language Arts

Grade 10 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	10.1.2.2.	At grade 10 text complexity, select and proficiently read and comprehend texts that address academic tasks.
INDICATORS OF PROGRESS	10.1.2.3.	Locate, select and read text by multiple authors on the same topic or theme to examine concepts or issues from multiple viewpoints or perspectives.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	10.1.4.1.	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including analysis of how and when author introduces concepts, ideas or characters; objectively summarize the text.

INDICATORS OF PROGRESS	10.1.4.2.	Analyze and compare/contrast the themes or central ideas of multiple texts, researching and interpreting possible impact of author perspective, identity and bias.
INDICATORS OF PROGRESS	10.1.4.3.	Analyze how events, ideas and complex characters develop over the course of a text and advance the plot in a literary text.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R8.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.
INDICATORS OF PROGRESS	10.1.8.1.	Evaluate the impact of vocabulary, including key words or phrases with multiple meanings, on content, style and meaning of literary text.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	10.2.1.3.	Write with command of grammar and mechanics to influence voice and style.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	10.2.2.1.	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, audiovisual elements) when applicable.
INDICATORS OF PROGRESS	10.2.2.2.	Write to represent personal perspective, identity and voice as a member of a global community.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	10.2.3.1.	Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.
INDICATORS OF PROGRESS	10.2.3.2.	Make effective word use and sentence structure choices for meaning or style, considering audience and context.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	10.2.5.2.	Write to respond to literary text, choosing either a deeper or wider analysis of narrative elements.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS	10.2.8.1.	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, with guidance.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.

Minnesota Academic Standards

Language Arts

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.4.1.	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.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	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.

INDICATORS OF PROGRESS	11.1.6.2.	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.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

INDICATORS OF PROGRESS	11.1.9.2.	Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
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INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
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INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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INDICATORS OF PROGRESS	11.2.5.2.	Write to respond to literary text, analyzing multiple literary texts with common genre, author or theme.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	11.2.6.1.	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.
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INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	11.2.8.1.	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.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.

Minnesota Academic Standards**Language Arts****Grade 12 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS**11.1.4.1.**

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.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R6.	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.

INDICATORS OF PROGRESS	11.1.6.2.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

INDICATORS OF PROGRESS	11.1.9.2.	Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
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INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	11.2.5.1.	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.
INDICATORS OF PROGRESS	11.2.5.2.	Write to respond to literary text, analyzing multiple literary texts with common genre, author or theme.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	11.2.6.1.	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.
INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS	11.2.8.1.	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.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / DOMAIN		Grade 11-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.

Lesson 28: Classical Arrangement for Argumentative Essays, p. 245-257

Minnesota Academic Standards**Language Arts****Grade 9 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	9.1.2.2.	At grade 9 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN		Grade 9

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	9.1.4.2.	Analyze the themes or central ideas, including how they emerge and are shaped by specific details, of multiple texts, considering author perspective, identity and bias.
INDICATORS OF PROGRESS	9.1.4.4.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.

CONTENT STANDARD / DOMAIN Grade 9

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	9.2.1.3.	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).
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CONTENT STANDARD / DOMAIN Grade 9

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	9.2.2.1.	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, audio visual elements) when applicable.
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CONTENT STANDARD / DOMAIN Grade 9

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	9.2.3.1.	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.
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INDICATORS OF PROGRESS	9.2.3.2.	Vary word usage and sentence structure for effect, considering audience and context.
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**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W4.	Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.
INDICATORS OF PROGRESS	9.2.4.1.	Write to argue, basing argument and counterargument, with evidence, on personally relevant and authentic issues, building on skills from previous years.
INDICATORS OF PROGRESS	9.2.4.2.	Write to persuade, considering and addressing other perspectives, building on skills from previous years.
CONTENT STANDARD / DOMAIN		Grade 9
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS	9.2.8.1.	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, with guidance.
CONTENT STANDARD / DOMAIN		Grade 9
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.
INDICATOR	9.3.1.1.b.	elaborating on others' ideas and summarizing points of agreement and disagreement.

Minnesota Academic Standards**Language Arts****Grade 10 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS	10.1.2.2.	At grade 10 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	10.1.4.1.	Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including analysis of how and when author introduces concepts, ideas or characters; objectively summarize the text.
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INDICATORS OF PROGRESS	10.1.4.4.	Compare and contrast how two authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS OF PROGRESS	10.1.5.2.	Evaluate how an author's ideas or claims are developed and refined by given sentences, paragraphs or larger sections of an informational text.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	10.2.1.3.	Write with command of grammar and mechanics to influence voice and style.
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**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	10.2.2.1.	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, audiovisual elements) when applicable.
INDICATORS OF PROGRESS	10.2.2.2.	Write to represent personal perspective, identity and voice as a member of a global community.
CONTENT STANDARD / DOMAIN		Grade 10
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	10.2.3.1.	Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.
INDICATORS OF PROGRESS	10.2.3.2.	Make effective word use and sentence structure choices for meaning or style, considering audience and context.
CONTENT STANDARD / DOMAIN		Grade 10
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W4.	Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.
INDICATORS OF PROGRESS	10.2.4.1.	Write to argue, basing argument and counterargument, supported with evidence, on an understanding of the relevant and authentic issues connected to the argument, building on skills from previous years.
INDICATORS OF PROGRESS	10.2.4.2.	Write to persuade, demonstrating an understanding of the relevant and authentic issues connected to the position, building on skills from previous years.
CONTENT STANDARD / DOMAIN		Grade 10
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
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INDICATORS OF PROGRESS	10.2.8.1.	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, with guidance.
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CONTENT STANDARD / DOMAIN	Grade 10
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.
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Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 11-12
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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CONTENT STANDARD / DOMAIN	Grade 11-12
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.4.1.	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.
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INDICATORS OF PROGRESS	11.1.4.4.	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.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R8.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.

INDICATORS OF PROGRESS 11.1.8.2. Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

INDICATORS OF PROGRESS 11.1.9.2. Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS 11.2.1.3. Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS 11.2.2.1. 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.

INDICATORS OF PROGRESS 11.2.2.2. Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
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INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W4.	Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.

INDICATORS OF PROGRESS	11.2.4.1.	Write to argue, supporting both argument and counter-argument with evidence and making strong, logical appeals, building on skills from previous years.
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INDICATORS OF PROGRESS	11.2.4.2.	Write to persuade, supporting a position with developed ideas and logical reasoning, building on skills from previous years.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
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INDICATORS OF PROGRESS	11.2.6.1.	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.
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INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	11.2.8.1.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.

INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Language Arts

Grade 12 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Reading	
INDICATORS OF PROGRESS / STRAND	R2. 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.	
INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Reading	
INDICATORS OF PROGRESS / STRAND	R4. Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.	
INDICATORS OF PROGRESS	11.1.4.1.	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.
INDICATORS OF PROGRESS	11.1.4.4.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Reading	
INDICATORS OF PROGRESS / STRAND	R8. Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.	
INDICATORS OF PROGRESS	11.1.8.2.	Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Reading	
INDICATORS OF PROGRESS / STRAND	R9. Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.	

INDICATORS OF PROGRESS	11.1.9.2.	Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	11.2.2.1.	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.
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INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
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INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
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INDICATORS OF PROGRESS / STRAND	W4.	Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.
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INDICATORS OF PROGRESS	11.2.4.1.	Write to argue, supporting both argument and counter-argument with evidence and making strong, logical appeals, building on skills from previous years.
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INDICATORS OF PROGRESS	11.2.4.2.	Write to persuade, supporting a position with developed ideas and logical reasoning, building on skills from previous years.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	11.2.6.1.	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.
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INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	11.2.8.1.	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.
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CONTENT STANDARD / DOMAIN		Grade 11-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.

Lesson 29: Classical Arrangement for Argumentative Essays, p. 257-260

Minnesota Academic Standards**Language Arts****Grade 9 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	9.2.1.3.	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).
CONTENT STANDARD / DOMAIN		Grade 9

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	9.2.2.1.	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, audio visual elements) when applicable.
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CONTENT STANDARD / DOMAIN Grade 9

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	9.2.3.1.	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.
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INDICATORS OF PROGRESS	9.2.3.2.	Vary word usage and sentence structure for effect, considering audience and context.
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CONTENT STANDARD / DOMAIN Grade 9

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W4.	Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.

INDICATORS OF PROGRESS	9.2.4.1.	Write to argue, basing argument and counterargument, with evidence, on personally relevant and authentic issues, building on skills from previous years.
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INDICATORS OF PROGRESS	9.2.4.2.	Write to persuade, considering and addressing other perspectives, building on skills from previous years.
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CONTENT STANDARD / DOMAIN Grade 9

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	9.2.8.1.	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, with guidance.
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**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.
INDICATOR	9.3.1.1.b.	elaborating on others' ideas and summarizing points of agreement and disagreement.

Minnesota Academic Standards**Language Arts****Grade 10 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	10.2.1.3.	Write with command of grammar and mechanics to influence voice and style.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

**INDICATORS
OF PROGRESS**

10.2.2.1. 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, audiovisual elements) when applicable.

**INDICATORS
OF PROGRESS**

10.2.2.2. Write to represent personal perspective, identity and voice as a member of a global community.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	10.2.3.1.	Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.
INDICATORS OF PROGRESS	10.2.3.2.	Make effective word use and sentence structure choices for meaning or style, considering audience and context.

CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W4.	Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.

INDICATORS OF PROGRESS	10.2.4.1.	Write to argue, basing argument and counterargument, supported with evidence, on an understanding of the relevant and authentic issues connected to the argument, building on skills from previous years.
INDICATORS OF PROGRESS	10.2.4.2.	Write to persuade, demonstrating an understanding of the relevant and authentic issues connected to the position, building on skills from previous years.

CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	10.2.8.1.	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, with guidance.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.
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Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	11.1.9.2.	Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
CONTENT STANDARD / DOMAIN	Grade 11-12	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.

CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W4.	Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.

INDICATORS OF PROGRESS	11.2.4.1.	Write to argue, supporting both argument and counter-argument with evidence and making strong, logical appeals, building on skills from previous years.
INDICATORS OF PROGRESS	11.2.4.2.	Write to persuade, supporting a position with developed ideas and logical reasoning, building on skills from previous years.

CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	11.2.6.1.	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.
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INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	11.2.8.1.	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.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.

INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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CONTENT STANDARD / DOMAIN **Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Minnesota Academic Standards

Language Arts

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.

**INDICATORS
OF PROGRESS**

11.1.9.2.

Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

**INDICATORS
OF PROGRESS**

11.2.1.3.

Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

**INDICATORS
OF PROGRESS**

11.2.2.1.

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.

**INDICATORS
OF PROGRESS**

11.2.2.2.

Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

**INDICATORS
OF PROGRESS**

11.2.3.1.

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.

INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W4.	Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.
INDICATORS OF PROGRESS	11.2.4.1.	Write to argue, supporting both argument and counter-argument with evidence and making strong, logical appeals, building on skills from previous years.
INDICATORS OF PROGRESS	11.2.4.2.	Write to persuade, supporting a position with developed ideas and logical reasoning, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	11.2.5.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	11.2.6.1.	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.
INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
CONTENT STANDARD / DOMAIN	Grade 11-12	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	11.2.8.1.	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.
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CONTENT STANDARD / DOMAIN	Grade 11-12
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.

INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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CONTENT STANDARD / DOMAIN	Grade 11-12
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Lesson 30: Classical Arrangement for Argumentative Essays, p. 261-27

Minnesota Academic Standards

Language Arts

Grade 9 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 9
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	9.1.2.2.	At grade 9 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	9.1.4.2.	Analyze the themes or central ideas, including how they emerge and are shaped by specific details, of multiple texts, considering author perspective, identity and bias.
INDICATORS OF PROGRESS	9.1.4.4.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	9.2.1.3.	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).
CONTENT STANDARD / DOMAIN	Grade 9	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	9.2.2.1.	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, audio visual elements) when applicable.
CONTENT STANDARD / DOMAIN	Grade 9	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	9.2.3.1.	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.
INDICATORS OF PROGRESS	9.2.3.2.	Vary word usage and sentence structure for effect, considering audience and context.

CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W4.	Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.

INDICATORS OF PROGRESS	9.2.4.1.	Write to argue, basing argument and counterargument, with evidence, on personally relevant and authentic issues, building on skills from previous years.
INDICATORS OF PROGRESS	9.2.4.2.	Write to persuade, considering and addressing other perspectives, building on skills from previous years.

CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	9.2.8.1.	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, with guidance.
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.

INDICATOR 9.3.1.1.b. elaborating on others' ideas and summarizing points of agreement and disagreement.

Minnesota Academic Standards

Language Arts

Grade 10 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 10

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS 10.1.2.2. At grade 10 text complexity, select and proficiently read and comprehend texts that address academic tasks.

CONTENT STANDARD / DOMAIN

Grade 10

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS 10.1.4.1. Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text, including analysis of how and when author introduces concepts, ideas or characters; objectively summarize the text.

INDICATORS OF PROGRESS 10.1.4.4. Compare and contrast how two authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.

CONTENT STANDARD / DOMAIN

Grade 10

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R5.	Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.

INDICATORS OF PROGRESS 10.1.5.2. Evaluate how an author's ideas or claims are developed and refined by given sentences, paragraphs or larger sections of an informational text.

CONTENT STANDARD / DOMAIN

Grade 10

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS 10.2.1.3. Write with command of grammar and mechanics to influence voice and style.

CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS 10.2.2.1. 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, audiovisual elements) when applicable.

INDICATORS OF PROGRESS 10.2.2.2. Write to represent personal perspective, identity and voice as a member of a global community.

CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS 10.2.3.1. Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.

INDICATORS OF PROGRESS 10.2.3.2. Make effective word use and sentence structure choices for meaning or style, considering audience and context.

CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W4.	Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.

INDICATORS OF PROGRESS 10.2.4.1. Write to argue, basing argument and counterargument, supported with evidence, on an understanding of the relevant and authentic issues connected to the argument, building on skills from previous years.

INDICATORS OF PROGRESS	10.2.4.2.	Write to persuade, demonstrating an understanding of the relevant and authentic issues connected to the position, building on skills from previous years.
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CONTENT STANDARD / DOMAIN

Grade 10

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	10.2.8.1.	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, with guidance.
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CONTENT STANDARD / DOMAIN

Grade 10

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.
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Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.

INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
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INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	11.1.4.1.	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.
INDICATORS OF PROGRESS	11.1.4.4.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R8.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.
INDICATORS OF PROGRESS	11.1.8.2.	Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	11.1.9.2.	Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W4.	Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.
INDICATORS OF PROGRESS	11.2.4.1.	Write to argue, supporting both argument and counter-argument with evidence and making strong, logical appeals, building on skills from previous years.
INDICATORS OF PROGRESS	11.2.4.2.	Write to persuade, supporting a position with developed ideas and logical reasoning, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	11.2.6.1.	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.
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INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	11.2.8.1.	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.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Minnesota Academic Standards

Language Arts

Grade 12 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R2.	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.
INDICATORS OF PROGRESS	11.1.2.2.	At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R4.	Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.
INDICATORS OF PROGRESS	11.1.4.1.	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.
INDICATORS OF PROGRESS	11.1.4.4.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R8.	Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.

INDICATORS OF PROGRESS	11.1.8.2.	Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	11.1.9.2.	Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W4.	Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.
INDICATORS OF PROGRESS	11.2.4.1.	Write to argue, supporting both argument and counter-argument with evidence and making strong, logical appeals, building on skills from previous years.
INDICATORS OF PROGRESS	11.2.4.2.	Write to persuade, supporting a position with developed ideas and logical reasoning, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	11.2.5.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.
INDICATORS OF PROGRESS	11.2.6.1.	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.
INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

**INDICATORS
OF PROGRESS****11.2.8.1.**

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.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.

Lesson 31: Classical Arrangement for Argumentative Essays, p. 273-278

Minnesota Academic Standards**Language Arts****Grade 9 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.

INDICATORS OF PROGRESS	9.2.1.3.	Write with sufficient command of grammar and mechanics to influence voice and style (e.g., parts of speech, sentence structures, pronoun/antecedent agreement).
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	9.2.2.1.	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, audio visual elements) when applicable.
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	9.2.3.1.	Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing and publication.
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INDICATORS OF PROGRESS	9.2.3.2.	Vary word usage and sentence structure for effect, considering audience and context.
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CONTENT STANDARD / DOMAIN **Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W4.	Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.

INDICATORS OF PROGRESS	9.2.4.1.	Write to argue, basing argument and counterargument, with evidence, on personally relevant and authentic issues, building on skills from previous years.
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INDICATORS OF PROGRESS	9.2.4.2.	Write to persuade, considering and addressing other perspectives, building on skills from previous years.
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**CONTENT
STANDARD /
DOMAIN****Grade 9**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.
INDICATORS OF PROGRESS	9.2.8.1.	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, with guidance.
CONTENT STANDARD / DOMAIN		Grade 9
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	9.3.1.1.	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.
INDICATOR	9.3.1.1.b.	elaborating on others' ideas and summarizing points of agreement and disagreement.

Minnesota Academic Standards**Language Arts****Grade 10 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	10.2.1.3.	Write with command of grammar and mechanics to influence voice and style.

**CONTENT
STANDARD /
DOMAIN****Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.

INDICATORS OF PROGRESS	10.2.2.1.	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, audiovisual elements) when applicable.
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INDICATORS OF PROGRESS	10.2.2.2.	Write to represent personal perspective, identity and voice as a member of a global community.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.

INDICATORS OF PROGRESS	10.2.3.1.	Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.
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INDICATORS OF PROGRESS	10.2.3.2.	Make effective word use and sentence structure choices for meaning or style, considering audience and context.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W4.	Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.

INDICATORS OF PROGRESS	10.2.4.1.	Write to argue, basing argument and counterargument, supported with evidence, on an understanding of the relevant and authentic issues connected to the argument, building on skills from previous years.
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INDICATORS OF PROGRESS	10.2.4.2.	Write to persuade, demonstrating an understanding of the relevant and authentic issues connected to the position, building on skills from previous years.
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CONTENT STANDARD / DOMAIN **Grade 10**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	10.2.8.1.	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, with guidance.
CONTENT STANDARD / DOMAIN	Grade 10	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	10.3.1.3.	Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.

Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	11.1.9.2.	Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing

INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	11.2.2.1.	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.
INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W4.	Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.
INDICATORS OF PROGRESS	11.2.4.1.	Write to argue, supporting both argument and counter-argument with evidence and making strong, logical appeals, building on skills from previous years.
INDICATORS OF PROGRESS	11.2.4.2.	Write to persuade, supporting a position with developed ideas and logical reasoning, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.

INDICATORS OF PROGRESS	11.2.5.1.	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.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	11.2.6.1.	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.
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INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	11.2.8.1.	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.
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CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.
INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

INDICATORS OF PROGRESS	11.3.1.3.	Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.
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Minnesota Academic Standards

Language Arts

Grade 12 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R9.	Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.
INDICATORS OF PROGRESS	11.1.9.2.	Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W1.	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.
INDICATORS OF PROGRESS	11.2.1.3.	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W2.	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.
INDICATORS OF PROGRESS	11.2.2.1.	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.

INDICATORS OF PROGRESS	11.2.2.2.	Write to reflect how personal perspective, identity and voice have developed and changed over time in relation to the global community.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W3.	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.
INDICATORS OF PROGRESS	11.2.3.1.	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.
INDICATORS OF PROGRESS	11.2.3.2.	Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W4.	Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.
INDICATORS OF PROGRESS	11.2.4.1.	Write to argue, supporting both argument and counter-argument with evidence and making strong, logical appeals, building on skills from previous years.
INDICATORS OF PROGRESS	11.2.4.2.	Write to persuade, supporting a position with developed ideas and logical reasoning, building on skills from previous years.
CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W5.	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.
INDICATORS OF PROGRESS	11.2.5.1.	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.
CONTENT STANDARD / DOMAIN	Grade 11-12	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W6.	Write narratives, poetry and other creative texts with details and effective technique to express ideas.

INDICATORS OF PROGRESS	11.2.6.1.	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.
INDICATORS OF PROGRESS	11.2.6.2.	Apply structural elements characteristic of the personal essay or autobiographical essay.

CONTENT STANDARD / DOMAIN Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Writing
INDICATORS OF PROGRESS / STRAND	W8.	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

INDICATORS OF PROGRESS	11.2.8.1.	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.
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CONTENT STANDARD / DOMAIN Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.
INDICATORS OF PROGRESS	11.3.1.1.	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.

INDICATOR	11.3.1.1.c	work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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CONTENT STANDARD / DOMAIN Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Listening, Speaking, Viewing and Exchanging Ideas
INDICATORS OF PROGRESS / STRAND	LSVEI1.	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.

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