

# Main Criteria: University-Ready Writing

## Secondary Criteria: Minnesota Academic Standards

Subject: Language Arts

Grade: 11

### University-Ready Writing

Week 01: Introduction to Essays; KWO Method, p. 9-16

## 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.
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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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**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	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	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.	<b>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.</b>

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.	<b>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.</b>
INDICATORS OF PROGRESS	11.3.1.1.	<b>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.</b>

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.	<b>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.</b>

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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Week 02: Stick and Branch Note Taking; Introduction to Precis, p. 17-22

## 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.
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	11.1.6.1.	Evaluate how the author's, including Dakota and Anishinaabe authors, purpose, stated identities, biases and perspective shape the content and style of a text.
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	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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**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	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.
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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.	<b>Media Literacy in Writing:</b> 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.	<b>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.</b>
INDICATORS OF PROGRESS	11.3.1.1.	<b>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.</b>

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.	<b>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.</b>

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.	<b>Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context.</b>

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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Week 03: Summarize Primary Source, Practice Note Taking, p. 23-30

## 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**

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

**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**

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

**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**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>W8.</b>	<b>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.</b>

**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**

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

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	<b>Grade 11-12</b>	
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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Week 04: Basic and Expanded Essay Models; TRIAC, p. 31-34

## Minnesota Academic Standards

### Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN	<b>Grade 11-12</b>	
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	<b>Grade 11-12</b>	
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**

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

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

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

Week 05: Practice Note Taking; Tools of Invention, p. 35-40

**Minnesota Academic Standards****Language Arts**

Grade 11 - Adopted: 2020

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

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

**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**

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

**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**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>W4.</b>	<b>Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.</b>

**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**

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

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		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.
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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.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>

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.	<b>Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.</b>

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.	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>

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.	<b>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.</b>

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	W8.	<b>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.</b>

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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Week 07: Practice Note Taking; Inventive Writing, p. 53-60

**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.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 11-12</b>	
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 11-12</b>	
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 11-12</b>	
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 11-12</b>	

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

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.	<b>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.</b>

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.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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INDICATOR	11.3.1.1.d	develop a shared vision and goal in seeking diverse perspectives from the wider world (e.g., experts from the local community or students from other schools, towns, states or countries).
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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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CONTENT STANDARD / DOMAIN	Grade 11-12
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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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Week 08: Write from Multiple Sources, Citations Using MLA Style, p. 61-78

## 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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 11-12</b>	
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 11-12</b>	
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 11-12</b>	
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 11-12</b>	
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	<b>Grade 11-12</b>	
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	<b>Grade 11-12</b>	
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	<b>Grade 11-12</b>	
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 11-12</b>	
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 11-12</b>	
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 11-12</b>	
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 11-12</b>	
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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**Week 09: Academic Research Bases, Citations Using APA Style, p. 79-84**

**Minnesota Academic Standards**

**Language Arts**

**Grade 11 - Adopted: 2020**

CONTENT STANDARD / DOMAIN	<b>Grade 11-12</b>
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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	11.1.2.1.	Read independently and synthesize understanding from multiple texts in order to make meaning or deepen understanding of a topic, and annotate learning.
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CONTENT STANDARD / DOMAIN	<b>Grade 11-12</b>
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Reading
INDICATORS OF PROGRESS / STRAND	R3.	Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people.

INDICATORS OF PROGRESS	11.1.3.1.	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of Dakota and Anishinaabe people, to examine concepts, issues or histories.
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CONTENT STANDARD / DOMAIN	<b>Grade 11-12</b>
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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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**CONTENT  
STANDARD /  
DOMAIN****Grade 11-12**

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

**INDICATORS  
OF PROGRESS**

11.1.8.1. Analyze the cumulative impact of specific word choices on meaning, mood and tone of literary text (e.g., how the language evokes a sense of time and place, how it sets a formal or informal tone).

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Reading
<b>INDICATORS OF PROGRESS / STRAND</b>	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**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Writing
<b>INDICATORS OF PROGRESS / STRAND</b>	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.

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Writing
<b>INDICATORS OF PROGRESS / STRAND</b>	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	11.2.7.1.	Formulate self-generated questions narrowing or broadening the inquiry to demonstrate understanding of the subject under investigation.
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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.
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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
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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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### Week 10: Thesis Statement; Abstract, p. 84-98

## Minnesota Academic Standards

### Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN	Grade 11-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Reading	
INDICATORS OF PROGRESS / STRAND	R3.	Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people.

INDICATORS OF PROGRESS	11.1.3.1.	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of Dakota and Anishinaabe people, to examine concepts, issues or histories.
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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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**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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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	11.2.1.1.	Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose.
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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.
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 11-12</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Writing</b>
INDICATORS OF PROGRESS / STRAND	W3.	<b>Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing.</b>
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 11-12</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Writing</b>
INDICATORS OF PROGRESS / STRAND	W5.	<b>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.</b>
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 11-12</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Writing</b>
INDICATORS OF PROGRESS / STRAND	W6.	<b>Write narratives, poetry and other creative texts with details and effective technique to express ideas.</b>
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**

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

<b>INDICATORS OF PROGRESS</b>	11.2.7.1.	Formulate self-generated questions narrowing or broadening the inquiry to demonstrate understanding of the subject under investigation.
<b>INDICATORS OF PROGRESS</b>	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**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>W8.</b>	<b>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.</b>

<b>INDICATORS OF PROGRESS</b>	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**

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

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Listening, Speaking, Viewing and Exchanging Ideas</b>
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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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Week 11: Story Types; Response to Literature Vocabulary, p. 99-110

## Minnesota Academic Standards

### Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN	<b>Grade 11-12</b>
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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	<b>Grade 11-12</b>
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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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CONTENT STANDARD / DOMAIN	<b>Grade 11-12</b>
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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**

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

**INDICATORS  
OF PROGRESS**

11.1.8.1. Analyze the cumulative impact of specific word choices on meaning, mood and tone of literary text (e.g., how the language evokes a sense of time and place, how it sets a formal or informal tone).

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

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

**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**

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

**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**

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

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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 11-12</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Writing</b>
INDICATORS OF PROGRESS / STRAND	W5.	<b>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.</b>
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 11-12</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Writing</b>
INDICATORS OF PROGRESS / STRAND	W6.	<b>Write narratives, poetry and other creative texts with details and effective technique to express ideas.</b>
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 11-12</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Writing</b>
INDICATORS OF PROGRESS / STRAND	W8.	<b>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.</b>
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**

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

Week 12: Analyze Writing Style; On-Demand Essays, p. 111-122

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

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Reading
<b>INDICATORS OF PROGRESS / STRAND</b>	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.
<b>INDICATORS OF PROGRESS</b>	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	11.1.8.1.	Analyze the cumulative impact of specific word choices on meaning, mood and tone of literary text (e.g., how the language evokes a sense of time and place, how it sets a formal or informal tone).
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.	<b>Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.</b>

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.	<b>Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice.</b>

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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 11-12</b>	
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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>Grade 11-12</b>	
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.