

**Reading Strand**  
**11<sup>th</sup>-12<sup>th</sup> Grade**  
**MN English Language Arts**

GENERAL CATEGORY	BENCHMARK
<b>Key Ideas &amp; Details</b>	<p><b>Literature &amp; Informational Text</b>  <b>11.4.1.1 &amp; 11.5.1.1</b>            Cite strong &amp; thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>
	<p><b>Literature</b>  <b>11.4.2.2</b>            Determine two or more themes or central ideas of a text &amp; analyze their development over the course of the text, including how they interact &amp; build on one another to produce a complex account; provide an objective summary of the text.</p>
	<p><b>Informational Text</b>  <b>11.5.2.2</b>            Determine two or more central ideas of a text &amp; analyze their development over the course of the text, including how they interact &amp; build on one another to provide a complex analysis; provide an objective summary of the text.</p>
	<p><b>Literature</b>  <b>11.4.3.3</b>            Analyze the impact of the author's choices regarding how to develop &amp; relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced &amp; developed).</p>
	<p><b>Informational</b>  <b>11.5.3.3</b>            Analyze a complex set of ideas or sequence of events &amp; explain how specific individuals, ideas, or events interact &amp; develop over the course of the text.</p>
<b>Craft &amp; Structure</b>	<p><b>Literature</b>  <b>11.4.4.4</b>            Determine the meaning of words &amp; phrases as they are used in the text, including figurative &amp; connotative meanings; analyze the impact of specific word choices on meaning &amp; tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful. (Include Shakespeare as well as other authors.)</p>
	<p><b>Informational Text</b>  <b>11.5.4.4</b>            Determine the meaning of words &amp; phrases as they are used in a text, including figurative, connotative, &amp; technical meanings; analyze how an author uses &amp; refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).</p>

	<p><b>Literature</b>  <b>11.4.5.5</b>  Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure &amp; meaning as well as its aesthetic impact.</p>
	<p><b>Informational Text</b>  <b>11.5.5.5</b>  Analyze &amp; evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, &amp; engaging.</p>
	<p><b>Literature</b>  <b>11.4.6.6</b>  Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>
	<p><b>Informational Text</b>  <b>11.5.6.6</b>  Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style &amp; content contribute to the power, persuasiveness, or beauty of the text.</p>
<p><b>Integration  of  Knowledge  &amp; Ideas</b></p>	<p><b>Literature</b>  <b>11.4.7.7</b>  Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare &amp; one play by an American dramatist.)</p>
	<p><b>Informational Text</b>  <b>11.5.7.7</b>  Integrate &amp; evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
	<p><b>Literature</b>  <b>11.4.8.8</b>  (Not applicable to literature)</p>
	<p><b>Informational Text</b>  <b>11.5.8.8</b>  Delineate &amp; evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles &amp; use of legal reasoning (e.g., in U.S. Supreme Court majority opinions &amp; dissents) &amp; the premises, purposes, &amp; arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>

	<p><b>Literature</b>  <b>11.4.9.9</b>          Demonstrate knowledge of eighteenth-, nineteenth-, &amp; early-twentieth-century foundational works of American literature, including <u>American Indian &amp; other diverse cultures' texts</u> &amp; how two or more texts from the same period treat similar themes or topics.</p> <p><b>Informational Text</b>  <b>11.5.9.9</b>          Analyze seventeenth-, eighteenth-, &amp; nineteenth-century foundational U.S. documents of historical &amp; literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, &amp; Lincoln's Second Inaugural Address) for their themes, purposes, &amp; rhetorical features.</p>
<p><b>Range of Reading &amp; Level of Text Complexity</b></p>	<p><b>Literature</b>  <b>11.4.10.10</b>          By the end of grade 11, read &amp; comprehend literature <u>&amp; other texts</u> including stories, dramas, &amp; poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <ul style="list-style-type: none"> <li>a. <u>Self-select texts for personal enjoyment, interest, &amp; academic tasks.</u></li> <li>b. <u>Read widely to understand multiple perspectives &amp; pluralistic viewpoints.</u></li> </ul> <p>By the end of grade 12, read &amp; comprehend literature <u>&amp; other texts</u> including stories, dramas, &amp; poems, at the high end of the grades 11-CCR text complexity band independently &amp; proficiently.</p> <ul style="list-style-type: none"> <li>a. <u>Self-select texts for personal enjoyment, interest, &amp; academic tasks.</u></li> <li>b. <u>Read widely to understand multiple perspectives &amp; pluralistic viewpoints.</u></li> </ul> <p><b>Informational Text</b>  <b>11.5.10.10</b>          By the end of grade 11, read &amp; comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <ul style="list-style-type: none"> <li>a. <u>Self-select texts for personal enjoyment, interest, &amp; academic tasks.</u></li> </ul> <p>By the end of grade 12, read &amp; comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently &amp; proficiently.</p> <ul style="list-style-type: none"> <li>a. <u>Self-select texts for personal enjoyment, interest, &amp; academic tasks.</u></li> </ul>



**Writing Strand**  
**11<sup>th</sup> & 12<sup>th</sup> Grade**  
**2010 MN English Language Arts**

GENERAL CATEGORY	BENCHMARK	
<p><b>Text Types &amp; Purposes</b></p>	<p><b>11.7.1.1</b>            Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning &amp; relevant &amp; sufficient evidence.</p>	<p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, &amp; create an organization that logically sequences claim(s), counterclaims, reasons, &amp; evidence.</p>
		<p>b. Develop claim(s) &amp; counterclaims fairly &amp; thoroughly, supplying the most relevant evidence for each while pointing out the strengths &amp; limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, &amp; possible biases.</p>
		<p>c. Use words, phrases, &amp; clauses as well as varied syntax to link the major sections of the text, create cohesion, &amp; clarify the relationships between claim(s) &amp; reasons, between reasons &amp; evidence, &amp; between claim(s) &amp; counterclaims.</p>
		<p>d. Establish &amp; maintain a formal style &amp; objective tone while attending to the norms &amp; conventions of the discipline in which they are writing.</p>
		<p>e. Provide a concluding statement or section that follows from &amp; supports the argument presented.</p>
	<p><b>11.7.2.2</b>            Write informative/explanatory texts to examine &amp; convey complex ideas, concepts, &amp; information clearly &amp; accurately through the effective selection, organization, &amp; analysis of content.</p>	<p>a. Introduce a topic; organize complex ideas, concepts, &amp; information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), &amp; multimedia when useful to aiding comprehension.</p>
		<p>b. Develop the topic thoroughly by selecting the most significant &amp; relevant facts, extended definitions, concrete details, quotations, or other information &amp; examples appropriate to</p>

		the audience's knowledge of the topic.	
		c. Use appropriate & varied transitions & syntax to link the major sections of the text, create cohesion, & clarify the relationships among complex ideas & concepts.	
		d. Use precise language, domain-specific vocabulary, & techniques such as metaphor, simile, & analogy to manage the complexity of the topic.	
		e. Establish & maintain a formal style & objective tone while attending to the norms & conventions of the discipline in which they are writing.	
		f. Provide a concluding statement or sections that follows from & supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	
	<p><b>11.7.3.3</b>  Write narratives &amp; <u>other creative texts</u> to develop real or imagined experiences or events using effective technique, well-chosen details, &amp; well-structured event sequences.</p>		a. Engage & orient the reader by setting out a problem, situation, or observation & its significance, establishing one or multiple point(s) of view, & introducing a narrator &/or characters; create a smooth progression of experiences or events.
			b. Use <u>literary &amp;</u> narrative techniques, such as dialogue, pacing, <u>rhythm, repetition, rhyme,</u> description, reflection, & multiple plot lines, to develop experiences, events, &/or characters.
			c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole & build toward a particular tone & outcome (e.g., a sense of mystery, suspense, growth, or resolution).
			d. Use precise words & phrases, telling details, <u>figurative &amp;</u> sensory language to convey a vivid picture of the experiences, events, setting &/or characters.
			e. Provide a conclusion ( <u>when appropriate to the genre</u> ) that follows from & reflects on what is experienced, observed, or resolved over the course of the narrative <u>or creative text.</u>

<b>Writing Process: Production &amp; Distribution of Writing</b>	<b>11.7.4.4</b> Produce clear & coherent writing in which the development, organization, & style are appropriate to task, purpose, & audience. (Grade specific expectations for writing types are defined in standards 1-3).	
	<b>11.7.5.5</b> <u>Use a writing process</u> to develop & strengthen writing as needed by planning, <b>drafting</b> , revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose & audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to & including grades 11-12.)	
	<b>11.7.6.6</b> Use technology, including the Internet, to produce, publish, & update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
<b>Research of Writing</b>	<b>11.7.7.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
	<b>11.7.8.8</b> Gather relevant information from multiple authoritative print & digital sources, using advanced searches effectively; assess the strengths & limitations of each source in terms of the task, purpose, & audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism & overreliance on any one source & following a standard format for citation.	
	<b>11.7.9.9</b> Draw evidence from literary or informational texts to support analysis, reflection, & research.	a. Apply <i>grades 11-12 Reading standards</i> to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, & early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
		b. Apply <i>grades 11-12 Reading standards</i> to literary nonfiction (e.g., "Delineate & evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles & use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions & dissents] & the premises, purposes, & arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]").

<b>Range of Writing</b>	<b>11.7.10.10</b> Write routinely over extended time frames (time for research, reflection, & revision) & shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, & audiences.	<b>a. <u>Independently select writing topics &amp; formats for personal enjoyment, interest, &amp; academic tasks.</u></b>
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# Speaking, Viewing, Listening & Media Literacy Strand

## 11<sup>th</sup> & 12<sup>th</sup> Grade

### 2010 MN English Language Arts

GENERAL CATEGORY	BENCHMARK	
<b>Comprehension &amp; Collaboration</b>	<p><b>11.9.1.1</b> Initiate &amp; participate effectively in a range of collaborative discussions (one-on-one, in groups, &amp; teacher-led) with diverse partners on <i>grades 11-12 topics, texts, &amp; issues, including those by &amp; about <u>Minnesota American Indians</u></i>, building on others' ideas &amp; expressing their own clearly &amp; persuasively.</p>	<p>a. Come to discussions prepared, having read &amp; researched material under study; explicitly draw on that preparation by referring to evidence from texts &amp; other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
		<p>b. Work with peers to promote civil, democratic discussions &amp; decision-making, set clear goals &amp; deadlines, &amp; establish individual roles as needed.</p>
		<p>c. Propel conversations by posing &amp; responding to questions that probe reasoning &amp; evidence; ensure a hearing for a full ranges of positions on a topic or issue; clarify, verify, or challenge ideas &amp; conclusions; &amp; promote divergent &amp; creative perspectives.</p>
		<p>d. Respond thoughtfully to diverse perspectives, synthesize comments, claims, &amp; evidence made on all sides of an issue; resolve contradictions when possible; &amp; determine what additional information or research is required to deepen the investigation or complete the task.</p>
<b>Presentation of Knowledge &amp; Ideas</b>	<p><b>11.9.2.2</b> Integrate multiple sources of information presented in diverse formats &amp; media (e.g., visually, quantitatively, orally) in order to make informed decisions &amp; solve problems, evaluating the credibility &amp; accuracy of each source &amp; noting any discrepancies among the data.</p>	
	<p><b>11.9.3.3</b> Evaluate a speaker's point of view, reasoning, <u>intended audience</u>, &amp; use of evidence &amp; rhetoric, assessing the stance, premises, links among ideas, word choice, points or emphasis, &amp; tone used.</p>	
<b>Presentation of Knowledge &amp; Ideas</b>	<p><b>11.9.4.4</b> <u>While respecting intellectual property</u>, present information, findings, &amp; supporting evidence, conveying a clear &amp; distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, &amp; the</p>	

	<p>organization, development, substance, &amp; style are appropriate to purpose, audience, &amp; a range of formal &amp; informal tasks (<u>e.g., persuasion, argumentation, debate</u>).</p> <p><b>11.9.5.5</b>          Make strategic use of digital media (e.g., textual, graphical, audio, visual, &amp; interactive elements) in presentations to enhance understanding of findings, reasoning, &amp; evidence &amp; to add interest.</p> <p><b>11.9.6.6</b>          Adapt speech to a variety of contexts, <u>audiences</u>, tasks, &amp; feedback from self &amp; others, demonstrating command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 &amp; 3 for specific expectations).</p>	<p>a. <u>Apply assessment criteria to evaluate oral presentations by self &amp; others.</u></p>
<p><u>Media Literacy</u></p>	<p><b>11.9.7.7</b>  <u>Understand, analyze, evaluate, &amp; use different types of print, digital, &amp; multimodal media.</u></p>	<p>a. <u>Evaluate the aural, visual, &amp; written images &amp; other special effects used in mass media for their ability to inform, persuade, &amp; entertain.</u></p> <p>b. <u>Examine the intersections &amp; conflicts between visual (e.g., media images, painting, film, graphic arts) &amp; verbal messages.</u></p> <p>c. <u>Recognize how visual techniques or design elements (e.g., special effects, camera angles) carry or influence messages in various media.</u></p> <p>d. <u>Recognize ethical standards &amp; safe practices in social &amp; personal media communications, &amp; understand the consequences of personal choices.</u></p>
	<p><b>11.9.8.8</b>  <u>As an individual or in collaboration, create a multimedia work, a remix of original work &amp; the work of others, or a piece of digital communication for a specific purpose (e.g., to connect literature to a culture or literary period, to recast a piece of literature into a different time period or culture, to critique popular culture, to</u></p>	<p>a. <u>Present, transform, or remix content in an ethical manner, demonstrating an understanding of copyright, attribution, citation, the principles of Fair Use, &amp; the different types of Creative Commons licenses.</u></p> <p>b. <u>Publish the work &amp; share with an audience.</u></p>

	<u>create a parody or satire).</u>	
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**Language Strand**  
**11<sup>th</sup>-12<sup>th</sup> Grade**  
**2010 MN English Language Arts**

GENERAL CATEGORY	BENCHMARK		
<b>Conventions of Standard English</b>	<b>11.11.1.1</b> Demonstrate command of the conventions of standard English grammar & usage when writing or speaking.	a. Apply the understanding that usage is a matter of convention, can change over time, & is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i> ) as needed.	
	<b>11.11.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, & spelling when writing.	a. Observe hyphenation conventions. b. Spell correctly.	
	<b>Knowledge of Language</b>	<b>11.11.3.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, & to comprehend more fully when reading or listening.	a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
		<b>Vocabulary Acquisition &amp; Use</b>	<b>11.11.4.4</b> Determine or clarify the meaning of unknown & multiple-meaning words & phrases based on <i>grades 11-12 reading &amp; content</i> , choosing flexibly from a range of strategies.

		d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	<b>11.11.5.5</b> Demonstrate understanding of figurative language, word relationships, & nuances in word meanings.	a. Interpret figures of speech (e.g., hyperbole, paradox) in context & analyze their role in the text.
		b. Analyze nuances in the meaning of words with similar denotations.
	<b>11.11.6.6</b> Acquire & use accurately general academic & domain-specific words & phrases, sufficient for reading, writing, speaking, & listening at the college & career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	