

11th-12th Grade		
Strand	Code	Benchmark
Reading	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.
Reading	11.1.2.2	Select, read, and comprehend texts that address academic tasks, proficiently at grade 11-12 text complexity.
Reading	11.1.2.3	Read widely, locating, selecting, and reading texts to examine concepts or issues from multiple viewpoints or perspectives like and unlike their own from dominant, non-dominant, and marginalized social groups.
Reading	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.
Reading	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 matters uncertain; objectively summarize the text.
Reading	11.1.4.2	Determine two or more themes or central ideas of a text and synthesize their development over the course of the text, including how they interact and build on one another to provide a complex synthesis.
Reading	11.1.4.2	Analyze the impact of the author's choices regarding how to develop and relate the elements of a story or drama, in a literary text. (e.g., where a story is set, how action is ordered, how characters are introduced or developed)
Reading	11.1.4.3	Analyze a complex set of ideas or sequence of events and how explain how specific individuals, ideas, concepts, or events interact and develop, in informational text.

Reading	11.1.5.1	Evaluate the impacts on meaning and appeal of the author's choices concerning structuring the text, including how specific parts of the text interact with each other and contribute to the whole.
Reading	11.1.5.2	Evaluate the use of differing informational text structures to support an author's ideas, claims, and arguments.
Reading	11.1.5.3	Compare and contrast the impact of illustrations, graphics, and other audiovisual elements on the use, meaning, and aesthetics of a wide variety of texts.
Reading	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.
Reading	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.
Reading	11.1.6.3	Delineate and evaluate the reasoning in seminal scientific and legal texts, and the premises, purposes, and arguments in the documents identifying persuasive opinions and factual evidence.
Reading	11.1.7.1	Examine validity of reasoning, relevance and sufficiency of evidence supporting arguments in several texts to evaluate credibility of frequently used sources.
Reading	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)
Reading	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.
Reading	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.

Reading	11.1.9.2	Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations.
Writing	11.2.1.1	Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose.
Writing	11.2.1.2	Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.
Writing	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.
Writing	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.
Writing	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.
Writing	11.2.3.2	Vary syntax for effect and apply an understanding of syntax when writing, considering the audience, and use reference resources as needed.
Writing	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.
Writing	11.2.4.2	Write to persuade, supporting a position with developed ideas and logical reasoning, building on skills from previous years.
Writing	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. <ul style="list-style-type: none"> 1. Use precise language, sentence structure, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Writing	11.2.5.2	Write to respond to literary text, analyzing multiple literary with texts with common genre, author, or theme.
Writing	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, by not limited to personal or autobiographical essays, building on skills learned in previous years.
Writing	11.2.6.2	Apply structural elements characteristic of the personal essay or autobiographical essay.
Writing	11.2.7.1	Formulate self-generated questions narrowing or broadening the inquiry to demonstrate understanding of the subject under investigation.
Writing	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.
Writing	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.
Listening, Speaking, Viewing, and Exchanging Ideas (LSVEI)	11.3.1.1	<p>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.</p> <ol style="list-style-type: none"> 1. Exchange ideas on grade 11–12 topics, texts, and issues from social studies and science. 2. Seek the perspectives of groups not represented to promote a thoughtful, well-reasoned exchange of ideas. 3. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 4. 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). 5. Employ conflict resolution strategies.

LSVEI	11.3.1.2	Extend conversations by posing and responding to questions that probe reasoning and evidence; ensure exploration of a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives, demonstrating preparation for the discussion.
LSVEI	11.3.1.3	Give and respond thoughtfully to constructive feedback, summarize points of agreement and disagreement and soliciting relevant feedback for use in revising work.
LSVEI	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.
LSVEI	11.3.3.1	Select and deliver most applicable style of presentation to communicate knowledge and ideas appropriate to task, purpose, audience, and discipline, ensuring that audience can follow the line of reasoning in presentation of knowledge of ideas, following ethical and safe communication practices.
LSVEI	11.3.3.2	Create and present a piece of digital work or digital communication, which may include ethical remixing or transformation of work, for a specific, current, relevant purpose; publish work, considering audience, demonstrating understanding of digital footprint.*