

# Minnesota, Grades 11–12

Minnesota Strand/Standard	Focus of Minnesota Standard	For More Information
<b>Reading Literature</b>		
4.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly	R1 pp. 6–11
4.2.2	Determine two or more themes or central ideas and analyze their development; restate and summarize main ideas or events	R2 pp. 12–17
4.3.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story	R3 pp. 18–23
4.4.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of word choice on meaning and tone	R4 pp. 24–29
4.5.5	Analyze how an author's choices concerning how to structure specific parts of the text contribute to its overall structure and meaning	R5 pp. 30–35
4.6.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated from what is really meant	R6 pp. 36–41
4.7.7	Analyze multiple representations of a story, drama, or poem, evaluating how each interprets the source text	R7 pp. 42–47
4.8.8	NA	
4.9.9	Demonstrate knowledge of 18th, 19th, and early 20th century foundational works of American literature	R9 pp. 54–59
4.10.10	Read and comprehend a range of literature from a variety of cultures	R10 pp. 60–65
<b>Read Informational Texts</b>		
5.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly, including where the text leaves matters uncertain	R1 pp. 6–11
5.2.2	Determine two or more central ideas of a text and analyze their development; restate or summarize main ideas or events	R2 pp. 12–17
5.3.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop	R3 pp. 18–23
5.4.4	Determine the meaning of words and phrases in a text; analyze how an author uses and refines the meaning of key terms over the course of a text	R4 pp. 24–29
5.5.5	Analyze and evaluate the effectiveness of the structure in an exposition or argument	R5 pp. 30–35
5.6.6	Analyze how an author's style and content contribute to the power, persuasiveness, or impact of the text	R6 pp. 36–41
5.7.7	Evaluate the argument in a text; assess reasoning and evidence; identify false statements and fallacious reasoning	R7 pp. 42–47
5.8.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning, and the premises, purposes, and arguments in works of public policy	R8 pp. 48–53
5.9.9	Analyze 17th, 18th, and 19th century foundational U.S. and world documents of literary significance	R9 pp. 54–59
5.10.10	Read and comprehend literary nonfiction independently and proficiently	R10 pp. 60–65
<b>Writing</b>		
7.1.1	Write arguments to support claims, using valid reasoning and relevant and sufficient evidence	W1 pp. 70–77
7.2.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately	W2 pp. 78–85
7.3.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	W3 pp. 86–91
7.4.4	Produce writing in which the development, organization, style, and features are appropriate to the task, genre, purpose, and audience	W4 pp. 92–97

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<b>Writing</b>		
7.5.5	Use a writing process to develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach	W5 pp. 98–103
7.6.6	Use technology to produce, publish, and update individual or shared writing projects	W6 pp. 104–109
7.7.7	Conduct research projects to answer a question or solve a problem; synthesize multiple sources; demonstrate understanding of the subject	W7 pp. 110–115
7.8.8	Gather information from multiple sources, using advanced searches effectively; assess strengths and limitations of sources; integrate information, avoiding plagiarism and overreliance on any one source	W8 pp. 116–121
7.9.9	Draw evidence from texts to support analysis, reflection, research, and/or synthesis	W9 pp. 122–127
7.10.10	Write routinely over short and extended time frames for a range of audiences, tasks, and purposes	W10 pp. 128–133
<b>Speaking, Viewing, Listening, and Media Literacy</b>		
9.1.1	Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively	SL1 pp. 138–143
9.2.2	Integrate multiple sources of information presented in diverse media or formats; evaluate credibility and accuracy of sources and noting discrepancies	SL2 pp. 144–149
9.3.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, link among ideas, word choice, emphasis, and tone	SL3 pp. 150–155
9.4.4	Present information, conveying a clear and distinct perspective, address alternative viewpoints; presentation is appropriate to purpose, audience, and task	SL4 pp. 156–161
9.5.5	Make strategic use of digital media in presentations to enhance understanding and to add interest	SL5 pp. 162–167
9.6.6	Adapt speech to a variety of contexts and tasks; demonstrate a command of formal English when appropriate	SL6 pp. 168–173
9.7.7	Understand, analyze, evaluate, and use different types of media	NA
9.8.8	Create a multimedia work, a remix, or a piece of digital communication for a specific purpose	NA
<b>Language</b>		
11.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 pp. 178–183
11.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 pp. 184–189
11.3.3	Apply knowledge of language to make effective choices for meaning or style, and to comprehend more fully when reading or listening	L3 pp. 190–195
11.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies	L4 pp. 196–201
11.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	L5 pp. 202–207
11.6.6	Acquire and use accurately general academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge	L6 pp. 208–213
<b>Literacy in History/Social Studies</b>		
12.1.1	Cite specific textual, visual, or physical evidence to support analysis of primary and secondary sources	R1 pp. 6–11
12.2.2	Determine central ideas or information of a primary or secondary source; summarize how they develop	R2 pp. 12–17
12.3.3	Evaluate explanations for actions or events and determine which best accords with textual evidence	R3 pp. 18–23
12.4.4	Determine the meaning of words and phrases, including figurative and connotative meanings; analyze the impact of specific word choices	R4 pp. 24–29
12.5.5	Analyze in detail how a complex primary source is structured	R5 pp. 30–35

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<b>Literacy in History/Social Studies</b>		
12.6.6	Evaluate authors' differing points of view on the same historical event	R6 pp. 36–41
12.7.7	Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem	R7 pp. 42–47
12.8.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them	R8 pp. 48–53
12.9.9	Integrate information from diverse sources into a coherent understanding of an idea or event	R9 pp. 54–59
12.10.10	Read and comprehend history/social studies texts of appropriate complexity	R10 pp. 60–65
<b>Reading Science/Technical Subjects</b>		
13.1.1	Cite specific textual evidence to support analysis of science and technical texts	R1 pp. 6–11
13.2.2	Determine central ideas or conclusions; summarize complex concepts by paraphrasing into simpler but accurate terms	R2 pp. 12–17
13.3.3	Follow precisely a complex multistep procedure; analyze the results based on explanations in the text	R3 pp. 18–23
13.4.4	Determine the meaning of domain-specific words and phrases as they are used in a special scientific or technical context	R4 pp. 24–29
13.5.5	Analyze how the text structures information into categories or hierarchies, demonstrating understanding	R5 pp. 30–35
13.6.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment	R6 pp. 36–41
13.7.7	Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem	R7 pp. 42–47
13.8.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, corroborating or challenging conclusions	R8 pp. 48–53
13.9.9	Synthesize information from a range of sources into a coherent understanding, resolving conflicting information when possible	R9 pp. 54–59
13.10.10	Read and comprehend science/technical texts of appropriate complexity	R10 pp. 60–65
<b>Writing History/Social Studies, Science and Technical Subjects</b>		
14.1.1	Write arguments focused on discipline-specific content	W1 pp. 70–77
14.2.2	Write informative/explanatory texts as they apply to each discipline and reporting format, including the narration of historical events, scientific procedures, or technical processes	W2 pp. 78–85
14.3.3	NA	
14.4.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	W4 pp. 92–97
14.5.5	Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W5 pp. 98–103
14.6.6	Use technology to produce, publish, and update individual or shared writing projects	W6 pp. 104–109
14.7.7	Conduct research projects to answer a question or solve a problem; synthesize multiple sources, demonstrating understanding of the subject	W7 pp. 110–115
14.8.8	Gather relevant information from multiple print and digital sources; assess the usefulness of each source; integrate information, avoiding plagiarism and overreliance on any one source	W8 pp. 116–121
14.9.9	Draw evidence from informational texts to support analysis, reflection, and research	W9 pp. 122–127
14.10.10	Write routinely for a range of discipline-specific tasks, purposes, and audiences	W10 pp. 128–133