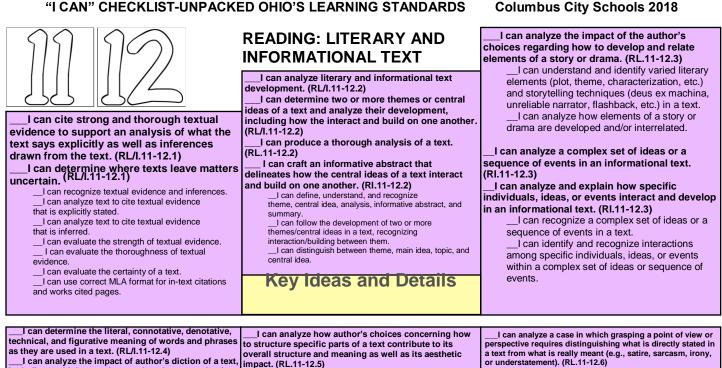
"I CAN" CHECKLIST-UNPACKED OHIO'S LEARNING STANDARDS



including multiple-meaning words or language that is particularly evocative to tone and mood. (RL.11-12.4)) I can analyze how an author uses and refines the meaning of key term(s) over the course of a text. (RI.11-

12.4) l can identify key terms and words/phrases that

have connotative, figurative, technical, and multiple meaning(s) used in a text.

_I can identify types of tone and mood. (RL only) I can interpret the relationship between diction and tone or mood in a text.

_I can determine, interpret, clarify, or verify the meaning of figurative, literal, multiple-meaning, connotative, and technical meanings of words and phrases by using context clues, applying knowledge of Greek/Latin affixes and roots, making cultural and literary connections, and/or consulting reference materials

and American dramatists. (RL.11-12.7)

dramas, or plays.

problem. (RL.11-12.7)

problem. (RL.11-12.7)

I can evaluate how multiple versions of a story, drama, or poem interpret source material.

a source text represented in multiple stories,

I can integrate multiple sources of information

presented in different media or formats as well as in

words in order to address a question or solve a

words in order to address a question or solve a

same topic, question, or problem.

I can evaluate multiple sources of information

presented in different media or formats as well as in

I can research effectively in order to gather

multiple sources of information that address the

I can compare and contrast the interpretation of

- structures and their parts.
- _I can identify varied poetic, dramatic, and prose
- identify/understand aesthetic impact.

I can analyze the structure an author uses in his/her exposition or argument. (RI.11-12.5)

I can evaluate the effectiveness of the structure an author uses in his/her exposition or argument for clear, convincing, and engaging points. (RI.11-12.5) __I can identify structures (organizational, syntactical,

- rhetorical, etc.) used by an author in his/her exposition or argument.
- I can identify an author's points in an exposition or argument.

Craft and Structure

l can demonstrate knowledge of eighteenthnineteenth-, and early-twentieth-century foundational works of American literature. (RL.11-12.9)

____I can demonstrate knowledge of how two or more diverse texts from the same pre-Modern American time period treat similar themes and/or topics. (RL.11-12.9)

_I can identify and show familiarity with the characteristics of American foundational literature from the eighteenth-, nineteenth-, and early-twentiethcentury.

I can recognize the same theme or topic in two or more diverse texts from the same pre-Modern American time period.

_I can analyze how authors from the same American time period treat similar themes or topics.

___I can analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. (RI.11-12.9)

I can identify foundational U.S. literary and historical documents.

_I can identify and understand rhetoric. _I can recognize themes, purposes, and rhetorical features in foundational U.S. documents of historical and literary significance.

Range of Reading and Level of Text Complexity

I can independently read and comprehend proficiently complex literature, literary nonfiction, and informational texts in the grades 11-12 complexity band, with scaffolding as needed at the high end of the range in grade 11. (RL.11-12.10, RI.11-12.10) I can build background knowledge and activate prior knowledge in order to make

personal, societal, and ethical connections that deepen understanding in texts in the grades 11-CCR text complexity band. (RL.11-12.10)

_I can identify grade-level texts and texts on my reading level (i.e. Lexile level).

__I can monitor my own comprehension.

I can analyze multiple interpretations of a story, Integration of Knowledge drama, or poem, including plays by Shakespeare

and Ideas

I can delineate and evaluate the reasoning in seminal U.S. texts, including the premises, purposes, and arguments in works of public advocacy. (RI.11-12.8)

_I can define and identify premises, purposes, and arguments in seminal U.S. texts and works of public advocacv.

I can identify claims, counterclaims, warrants, and supports in an argument, as well as several types of reasoning (inductive, deductive, causal, etc.).

 I can define and identify rhetorical devices and strategies.
 I can recognize literary aspects that contribute to an author's writing style (diction, syntax, patterns, etc.), power, persuasiveness, and beauty.

_I can evaluate the impact satire, sarcasm, irony,

understatement, etc. on the content and style of a text. (RL.11-12.6)

- I can identify points of view and perspectives in a text.
 I can recognize and understand satire, sarcasm, irony, and
 understatement.
- I can distinguish between directly stated and inferred
- ____l can determine an author's style.

___l can determine the author's perspective or purpose in a text in which the rhetoric is particularly effective. (RI.11-12.6) □ I can analyze how the author's style and content contribute to the power, persuasiveness, or beauty in a text with effective rhetoric. (RI.11-12.6) □ can identify varied perspectives, purposes, and styles in

informational texts.

I can identify varied poetic, dramatic, and prose text

storytelling techniques _I can identify comedic/tragic resolutions and