



READING: LITERARY AND INFORMATIONAL TEXT

I can cite strong and thorough textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text. (RL.11-12.1)

I can determine where texts leave matters uncertain. (RL.11-12.1)

- I can recognize textual evidence and inferences.
- I can analyze text to cite textual evidence that is explicitly stated.
- I can analyze text to cite textual evidence that is inferred.
- I can evaluate the strength of textual evidence.
- I can evaluate the thoroughness of textual evidence.
- I can evaluate the certainty of a text.
- I can use correct MLA format for in-text citations and works cited pages.

I can analyze literary and informational text development. (RI.11-12.2)

I can determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another. (RI.11-12.2)

I can produce a thorough analysis of a text. (RI.11-12.2)

I can craft an informative abstract that delineates how the central ideas of a text interact and build on one another. (RI.11-12.2)

- I can define, understand, and recognize theme, central idea, analysis, informative abstract, and summary.
- I can follow the development of two or more themes/central ideas in a text, recognizing interaction/building between them.
- I can distinguish between theme, main idea, topic, and central idea.

I can analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. (RI.11-12.3)

I can understand and identify varied literary elements (plot, theme, characterization, etc.) and storytelling techniques (deus ex machina, unreliable narrator, flashback, etc.) in a text.

I can analyze how elements of a story or drama are developed and/or interrelated.

I can analyze a complex set of ideas or a sequence of events in an informational text. (RI.11-12.3)

I can analyze and explain how specific individuals, ideas, or events interact and develop in an informational text. (RI.11-12.3)

- I can recognize a complex set of ideas or a sequence of events in a text.
- I can identify and recognize interactions among specific individuals, ideas, or events within a complex set of ideas or sequence of events.

Key Ideas and Details

I can determine the literal, connotative, denotative, technical, and figurative meaning of words and phrases as they are used in a text. (RI.11-12.4)

I can analyze the impact of author's diction of a text, including multiple-meaning words or language that is particularly evocative to tone and mood. (RI.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)

- I 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. (RI 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.

I can analyze how author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. (RI.11-12.5)

- I can identify varied poetic, dramatic, and prose text structures and their parts.
- I can identify varied poetic, dramatic, and prose storytelling techniques.
- I can identify comedic/tragic resolutions and 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.

I can analyze a case in which grasping a point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (RI.11-12.6)

I can evaluate the impact satire, sarcasm, irony, understatement, etc. on the content and style of a text. (RI.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 meaning.
- I can determine an author's style.

I 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)

- I can identify varied perspectives, purposes, and styles in informational texts.
- 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.

Craft and Structure

I can analyze multiple interpretations of a story, drama, or poem, including plays by Shakespeare and American dramatists. (RI.11-12.7)

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

- I can compare and contrast the interpretation of a source text represented in multiple stories, dramas, or plays.

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 problem. (RI.11-12.7)

I can evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. (RI.11-12.7)

- I can research effectively in order to gather multiple sources of information that address the same topic, question, or problem.

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

I can demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature. (RI.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. (RI.11-12.9)

- I can identify and show familiarity with the characteristics of American foundational literature from the eighteenth-, nineteenth-, and early-twentieth-century.
- 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. (RI.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. (RI.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.