Reading Literature

Key Ideas and Details

RL.11-12.1. Cite strong and 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.	**I Can:** • Cite strong, thorough, explicit textual evidence				
	• Analyze explicit ideas in the text				
	• Draw inferences from the text				
	• Determine where text leaves matters uncertain				
RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	**I Can:** • Determine theme or central idea				
	• Analyze how specific details shape the development of the theme				
	• Analyze how themes build on one another				
	• Present an objective summary				
RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	**I Can:** • Analyze how setting affects the story				
	• Analyze the impact of the sequence of events				
	• Analyze how characters are introduced and developed				

Craft and structure

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	**I Can:** • Determine the meaning of words and phrases as used in the text o Figurative meanings				
	o Connotative meanings				
	• Analyze the impact of word choice on meaning and tone				

	I Can:				
RL.11-12.5. 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 and meaning as well as its aesthetic impact.	• Analyze specific parts of text				
	• Define a comic resolution				
	• Define a tragic resolution				
	• Examine how author's choices contribute to overall structure and meaning				
RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	**I Can:**				
	• Distinguish between what is directly stated and what is meant				
	• Distinguish among satiric, sarcastic, ironic, and understated points of view				

Integration of Knowledge and Ideas

RL.11-12.7. 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 and one play by an American dramatist.)	**I Can:**				
	• Analyze multiple interpretations of a piece of literature				
	• Evaluate how each version interprets the source text				
RL.8 - (Not applicable to literature)					
RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	**I Can:**				
	• Demonstrate how two eighteenth-century texts treat similar themes				
	• Demonstrate how two nineteenth-century texts treat similar themes				
	• Demonstrate how two early twentieth-century texts treat similar themes				

Range of Reading and Level of Text Complexity

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and	**I Can:**				
	• Comprehend many genres of literature at my grade level				

comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.					

Reading Informational Text

Key Ideas and Details

	I Can:				
RI.11-12.1. Cite strong and 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.	• Cite strong, thorough, explicit textual evidence				
	• Analyze explicit ideas in the text				
	• Draw inferences from the text				
	• Determine where text leaves matters uncertain				
RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	• Determine two or more central ideas				
	• Analyze how ideas interact, build, and become complex				
	• Present an objective summary				
RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	• Analyze a complex set of ideas or sequence of events				
	• Explain interaction and development of individuals, ideas, or events				

Craft and structure

	I Can:				
RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	• Determine the meaning of words and phrases as used in the text				
	○ Figurative meanings				
	○ Connotative meanings				
	○ Technical meanings				
	• Analyze how author refines the meaning of key terms through the course of a text				
RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	• Analyze the effectiveness of the author's exposition or argument				
	• Evaluate whether the structure makes points clear, convincing, and engaging				
RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and	• Determine point of view				
	• Determine purpose				
	• Determine effective rhetoric				

content contribute to the power, persuasiveness or beauty of the text.					
	• Analyze how style contributes to the effectiveness of the text				

Integration of Knowledge and Ideas

RI.11-12.7. Integrate and 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.	**I Can:** • Integrate multiple sources from different media to address a question or solve a problem				
	• Evaluate multiple sources from different media to address a question or solve a problem				
RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	**I Can:** • Delineate reasoning in seminal U. S. texts				
	• Evaluate reasoning in seminal U. S. texts				
	• Delineate the premises, purposes, and arguments in the works of public advocacy				
	• Evaluate the premises, purposes, and arguments in the works of public advocacy				
RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	**I Can:** • Analyze significant seventeenth-century U. S. documents for purpose and rhetorical features				
	• Analyze significant eighteenth-century U. S. documents for purpose and rhetorical features				
	• Analyze significant nineteenth-century U. S. documents for purpose and rhetorical features				

Range of Reading and Level of Text Complexity

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the	**I Can:** • Comprehend nonfiction writing at my grade level				

high end of the grades 11–CCR text complexity band independently and proficiently.					

Writing

Text Types and Purposes

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	I Can:				
	• Write an argument using valid reasoning and sufficient evidence				
• Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	• Introduce a knowledgeable claim				
	• Distinguish claim from alternate or opposing claims				
	• Develop claim(s) and counterclaims sequentially with relevant evidence				
• Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	• Anticipate audience's concerns, values and biases				
	• Vary syntax to create cohesion				
	• Maintain a formal style and objective tone.				
	• Provide a concluding section				
• Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.					
• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they					

	I Can:				
are writing. • Provide a concluding statement or section that follows from and supports the argument presented.					
W.11-12.2. Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • Introduce a topic; organize complex ideas, concepts, and 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), and multimedia when useful to aiding comprehension. • Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and	**I Can:** • Write an informative/ explanatory text • Introduce a topic and organize new elements to create a unified whole • Select most significant facts to develop a topic • Use transitions and syntax to link sections, create cohesion, and clarify complex ideas • Use precise language, vocabulary, figurative language • Use formal style and objective tone while following standard conventions • Write a concluding statement/section reflective of the information				

analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).					
W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense	• Write a realistic or imaginative narrative • Develop a significant problem, situation, or observation • Use a variety of narrative techniques • Sequence events to build toward a particular tone or outcome • Use strong word choice to convey a vivid picture • Write a conclusion reflective of the resolution				

of mystery, suspense, growth, or resolution). • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.					

Production and Distribution

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**I Can:** • Develop grade-level appropriate writing				
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	**I Can:** • Use revision strategies				
	• Use editing strategies				
	• Focus on what is most significant for purpose and audience				
W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	**I Can:** • Use technology to publish writing				
	• Update individual or shared writing products				
	• Respond to feedback				

Research to Build and Present Knowledge

W.11-12.7. 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	**I Can:** • Conduct a sustained research project				
	• Focus an inquiry on a problem or question				
	• Solve a problem				
	• Synthesize multiple sources				

investigation.	• Demonstrate understanding of subject by solving a problem or answering a question				
W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	**I Can:** • Find authoritative information from multiple print and digital sources				
	• Assess task, purpose, and audience				
	• Avoid plagiarism by using correct citations and following a standard format				
	• Integrate sources comparably				
	• Cite information correctly				
W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. • Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). • Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").	**I Can:** • Research and support an analysis or reflection, with evidence from seminal U. S. documents.				

Range of Writing

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.	**I Can:** • Write for many reasons for a variety of audiences.				

Speaking and Listening

Comprehension and Collaboration

	I Can:				
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. • Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. • Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when	• Participate in a range of collaborative discussions				
	• Prepare for a discussion by reading and researching				
	• Promote civil, democratic discussions				
	• Establish roles within the group				
	• Pose and respond to probing questions				
	• Ensure a full discussion on a topic				
	• Clarify or challenge ideas				
	• Promote creative perspectives				
	• Synthesize diverse perspectives				
	• Determine additional information required to complete the task				

possible; and determine what additional information or research is required to deepen the investigation or complete the task.					
SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	**I Can:** • Make informed decisions and solve problems using multiple sources of information				
	• Evaluate the credibility and accuracy of sources noting any discrepancies				
SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	**I Can:** • Evaluate speaker's point of view, evidence, and rhetoric				
	• Assess points presented including word choice, emphasis, and tone				

Presentation of Knowledge and Ideas

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	**I Can:** • Present organized information using a clear and distinct perspective				
	• Offer opposing perspectives when appropriate				
	• Use formal or informal style determined by purpose				
SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	**I Can:** • Use multimedia components in a presentation				
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	**I Can:** • Adapt speech to contexts and tasks				

Language

Conventions of Standard English

	I Can:				
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. a. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	• Demonstrate proper usage of the conventions of standard English				
	• Recognize that usage changes over time				
	• Consult relevant references as needed				
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Observe hyphenation conventions. a. Spell correctly.	• Capitalize and punctuate correctly.				
	• Hyphenate correctly				
	• Spell correctly				

Knowledge of Language

	I Can:				
L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	• Vary syntax for effect				
	• Vary sentence patterns				
	• Apply understanding of syntax when reading				

Vocabulary Acquisition and Use

	I Can:				
L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). • Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. • 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).	• Use context clues to determine the meaning of a word				
	• Use Greek or Latin roots to determine the meaning of a word				
	• Use prefixes and suffixes to change meaning or part of speech				
	• Use print reference materials				
	• Use electronic reference materials				
L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	I Can: • Use figurative language				
	o Similes				
	o Metaphors				
	o Personification				
	o Idioms				
	o Alliteration				
	o Onomatopoeia				
	o Hyperbole				

• Analyze nuances in the meaning of words with similar denotations.	○ Paradox				
	• Find relationships between words to better understand them				
L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**I Can:** • Use grade-appropriate vocabulary				