

Bedford County Public Schools 11th Grade

2021-2022 Reading Pacing Guide

*Content is listed in the suggested order as to when skills should be introduced. Once introduced, they are expected to be used and reviewed throughout the remainder of the school year.

This is **not** necessarily the order in which concepts have to be taught. Teachers and students have the flexibility to cover the material in any order. *Teachers can access curriculum guide materials by following the link attached to each SOL. 11th Grade Reading Resources (LINK RESOURCES HERE)

Writing, research, vocabulary, and spelling should be intentionally connected to what students are reading during reading instruction and to cross-curricular topics when appropriate. Communication, writing, and research are ongoing strands and should be taught throughout the school year.

First Nine Weeks

Communication		Reading	cation Reading	Writing	Research	Recommended Resources
11.1- The student will make planned multimodal, interactive presentations collaboratively and individually. (link curriculum guide materials to each substandard)		11.3-The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. a) Use structural analysis of	Il make interactive oratively and e materials to a) Use structural analysis of	11.6-The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.	 11.8-The student will find, evaluate, and select credible resources to create a research product. a) Critically evaluate quality, accuracy, and validity of 	VDOE Comprehensive Instruction Plans Aligned Newsela Resources
a) b) c) d)	Select and effectively use multimodal tools to design and develop presentation content. Credit information sources. Demonstrate the ability to work effectively with diverse teams, including setting rules and goals for group work. Respond thoughtfully and tactfully to diverse	 roots, affixes, synonyms, and antonyms, to understand complex words. b) Use context, structure, and connotations to determine meanings of words and phrases. c) Discriminate between connotative and denotative meanings and interpret the connotation. e) Explain the meaning of 	 and antonyms, to understand complex word b) Use context, structure, and connotations to determined meanings of words and phrases. c) Discriminate between connotative and denotative meanings and interpret th connotation. 	 a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose. b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, 	 information. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. c) Synthesize relevant information from primary and secondary sources and present it in a logical 	
e) g)	perspectives, summarizing points of agreement and disagreement. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. Evaluate the various techniques used to	 literary and classical allusions and figurative language in text. f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing. 11.4-The student will read, comprehend, and analyze relationships among American 	summarizing ement and of strategies ely and speak riate es with verbal and es. various literary and classical allusions and figurative language in text. f) Extend general and cross-curricular vocabulary reading, and writing. 11.4-The student will read, comprehend, and analyze	 addresses counterclaims, and provides effective conclusions. c) Organize claims, counterclaims, and evidence in a sustained and logical sequence. d) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation. 	 sequence. d) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). e) Define the meaning and 	
how v includ	construct arguments in multimodal presentations. Use vocabulary appropriate to the topic, audience, and purpose. The student will examine values and points of view are led or excluded and how a influences beliefs and	 a) Describe contributions of different cultures to the development of American literature. c) Analyze American literature, as it reflects traditional and contemporary themes, 	uments in resentations. <i>literature, history, and culture.</i> ry appropriate budience, anda)Describe contributions of different cultures to the development of American literature. <i>l examine ts of view are and how</i> c)Analyze American literature, as it reflects traditional and	 e) Use words, phrases, clauses, and varied syntax to create a cohesive argument. f) Revise writing for clarity of content, accuracy and depth of information. g) Write and revise to a standard acceptable both 	 bernie the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. f) Demonstrate ethical use of the Internet. 	

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behav	iors.		motifs, universal		in the workplace and in	
			characters, and genres.		postsecondary education.	
a)	Describe possible cause	d)	Interpret the social or			
-,	and effect relationships		cultural function of	11.7-1	he student will self- and	
	between mass media		American literature.		dit writing for	
	coverage and public	e)	Analyze how context and		lization, punctuation,	
	opinion trends.	<i>c</i> /	language structures convey		ng, sentence structure,	
b)	Create media messages		an author's intent and		raphing, and Standard	
5,	with a specific point of		viewpoint.	Englis		
	view.	f)	Critique how authors use			
c)	Evaluate media sources for	, ,,	key literary elements to	a)	Use complex sentence	
, c,	relationships between		contribute to meaning	"	structure to infuse	
	intent and content.		including character		sentence variety in writing.	
d)	Analyze the impact of		development, theme,		sentence variety in writing.	
u)	selected media formats on		conflict, and archetypes			
	meaning.		within and across texts.			
e)	Determine the author's	g)	Interpret how the sound			
e)	purpose and intended	8/	and imagery of poetry			
	effect on the audience for		support the subject, mood,			
	media messages.		and theme, and appeal to			
	media messages.		the reader's senses.			
		h)	Evaluate how specific word			
		, ··,	choices, syntax, tone, and			
			voice support the author's			
			purpose.			
		i)	Analyze the use of dramatic			
		"	conventions in American			
			literature.			
		j)	Generate and respond			
		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	logically to literal,			
			inferential, evaluative,			
			synthesizing, and critical			
			thinking questions about			
			the text(s).			
		k)	Compare/contrast literary			
		K)	and informational			
			nonfiction texts.			
			nonnetion texts.			
		11 5 7	The student will read,			
			ret, analyze, and evaluate a			
			y of nonfiction texts			
			ling employment documents			
			echnical writing.			
			car writing.			

 d) Paraphrase and synthesize ideas within and between texts. e) Draw conclusions and make inferences on explicit and implied information using textual support. 		
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Second Nine Weeks

(Communication	Reading		Writing		Research	Recommended Resources
11.1- The student will make planned multimodal, interactive presentations collaboratively and individually.		11.3-The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.		11.6-The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on		The student will find, ate, and select credible rces to create a research ıct.	Aligned Newsela Resources
b) c) d)	Select and effectively use multimodal tools to design and develop presentation content. Credit information sources. Demonstrate the ability to work effectively with diverse teams, including setting rules and goals for group work. Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and	 a) Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words. b) Use context, structure, and connotations to determine meanings of words and phrases. d) Explain the meaning of common idioms. e) Explain the meaning of literary and classical allusions and figurative 	a)	Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose. Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims,	a) b) c)	Critically evaluate quality, accuracy, and validity of information. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. Synthesize relevant information from primary and secondary sources and present it in a logical	
e) h)	disagreement. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. Use vocabulary appropriate to the topic, audience, and purpose.	 language in text. f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing. 11.4-The student will read, comprehend, and analyze relationships among American literature, history, and culture. 	c) d)	and provides effective conclusions. Organize claims, counterclaims, and evidence in a sustained and logical sequence. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.	d)	sequence. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).	
11.2-Th how va include media i behavio a)	e student will examine lues and points of view are d or excluded and how nfluences beliefs and	 a) Describe contributions of different cultures to the development of American literature. b) Compare and contrast the development of American literature in its historical context. c) Analyze American literature, as it reflects traditional and 	e) g) h)	Use words, phrases, clauses, and varied syntax to create a cohesive argument. Revise writing for clarity of content, accuracy and depth of information. Write and revise to a standard acceptable both in the workplace and in postsecondary education.	e) f)	Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. Demonstrate ethical use of the Internet.	

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b)	Create media messages		contemporary themes,		
~,	with a specific point of		motifs, universal		
	view.		characters, and genres.		
c)	Evaluate media sources for	d)	Interpret the social or		
, C)	relationships between	u)	cultural function of		
	•		American literature.		
	intent and content.				
e)	Determine the author's	e)	Analyze how context and		
	purpose and intended		language structures convey		
	effect on the audience for		an author's intent and		
	media messages.		viewpoint.		
f)	Manage, analyze, and	f)	Critique how authors use		
	synthesize multiple streams		key literary elements to		
	of simultaneous		contribute to meaning		
Ι.	information.		including character		
g)	Demonstrate ethical use of		development, theme,		
	the Internet when		conflict, and archetypes		
	evaluating or producing		within and across texts.		
	creative or informational	g)	Interpret how the sound		
	media messages.		and imagery of poetry		
			support the subject, mood,		
			and theme, and appeal to		
			the reader's senses.		
		h)	Evaluate how specific word		
			choices, syntax, tone, and		
			voice support the author's		
			purpose.		
		i)	Analyze the use of dramatic		
			conventions in American		
			literature.		
		j)	Generate and respond		
			logically to literal,		
			inferential, evaluative,		
			synthesizing, and critical		
			thinking questions about		
			the text(s).		
		k)	Compare/contrast literary		
			and informational		
			nonfiction texts.		
		11.5-1	The student will read,		
			pret, analyze, and evaluate a		
		variet	ty of nonfiction texts		
		includ	ling employment documents		
		and to	echnical writing.		
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a) Apply information from	
texts to clarify	
understanding of concepts.	
b) Read and correctly	
interpret an application for	
employment, workplace	
documents, or an	
application for college	
admission.	
c) Analyze technical writing	
for clarity.	
d) Paraphrase and synthesize	
ideas within and between	
texts.	
e) Draw conclusions and make	
inferences on explicit and	
implied information using	
textual support.	
f) Analyze multiple texts	
addressing the same topic	
to determine how authors	
reach similar or different	
conclusions.	
g) Analyze false premises,	
claims, counterclaims, and	
other evidence in	
persuasive writing.	
h) Recognize and analyze use	
of ambiguity, contradiction,	
paradox, irony, sarcasm,	
overstatement, and	
understatement in text.	
i) Generate and respond	
logically to literal,	
inferential, evaluative,	
synthesizing, and critical	
thinking questions about	
the text(s).	

Third Nine Weeks

	Communication	Reading		Writing		Research	Recommended Resources
11.1- The student will make planned multimodal, interactive presentations collaboratively and individually.		11.3-The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts		11.6-The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on		The student will find, ate, and select credible rces to create a research act.	Aligned Newsela Resources
a) b) c) d) e) f)	Select and effectively use multimodal tools to design and develop presentation content. Credit information sources. Demonstrate the ability to work effectively with diverse teams, including setting rules and goals for group work. Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. Anticipate and address alternative or opposing perspectives and counterclaims. Use vocabulary appropriate to the topic, audience, and	 development in authentic texts. a) Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words. b) Use context, structure, and connotations to determine meanings of words and phrases. c) Discriminate between connotative and denotative meanings and interpret the connotation. d) Explain the meaning of literary and classical allusions and figurative language in text. f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing. 11.4-The student will read, comprehend, and analyze relationships among American literature, history, and culture. 	-	tric with an emphasis on masion/argumentation. Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose. Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. Organize claims, counterclaims, and evidence in a sustained and logical sequence. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation. Use words, phrases, clauses, and varied syntax to create a cohesive	a) b) c) d)	Critically evaluate quality, accuracy, and validity of information. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. Synthesize relevant information from primary and secondary sources and present it in a logical sequence. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). Define the meaning and consequences of plagiarism and follow ethical and legal	
how v includ	purpose. Evaluate effectiveness of multimodal presentations. The student will examine values and points of view are led or excluded and how a influences beliefs and	 a) Describe contributions of different cultures to the development of American literature. b) Compare and contrast the development of American literature in its historical context. 	f) g)	argument. Blend multiple forms of writing, including embedding narratives to produce effective essays. Revise writing for clarity of content, accuracy, and depth of information.	f)	guidelines for gathering and using information. Demonstrate ethical use of the Internet.	

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a)	Describe possible cause	c)	Analyze American	h)	Write and revise to a		
•	and effect relationships		literature, as it reflects		standard acceptable both in		
	between mass media		traditional and		the workplace and in		
	coverage and public		contemporary themes,		postsecondary education.		
	opinion trends.		motifs, universal		·····		
b)	Create media messages		characters, and genres.	11.7	The student will self- and		
~/	with a specific point of	d)	Interpret the social or		edit writing for		
	view.	-,	cultural function of		lization, punctuation,		
c)	Evaluate media sources for		American literature.		ng, sentence structure,		
•,	relationships between	e)	Analyze how context and		raphing, and Standard		
	intent and content.	۰,	language structures convey	Englis			
d)	Analyze the impact of		an author's intent and	Lingins			
۵,	selected media formats on		viewpoint.	a)	Use complex sentence		
	meaning.	f)	Critique how authors use	α,	structure to infuse		
e)	Determine the author's	.,	key literary elements to		sentence variety in writing.		
	purpose and intended		contribute to meaning	b)	Use verbals and verbal		
	effect on the audience for		including character	, s,	phrases correctly to achieve		
	media messages.		development, theme,		sentence conciseness and		
f)	Manage, analyze, and		conflict, and archetypes		variety.		
.,	synthesize multiple streams		within and across texts.	c)	Distinguish between active		
	of simultaneous	g)	Interpret how the sound	, c,	and passive voice.		
	information.	5/	and imagery of poetry				
g)	Demonstrate ethical use of		support the subject, mood,				
5/	the Internet when		and theme, and appeal to				
	evaluating or producing		the reader's senses.				
	creative or informational	h)	Evaluate how specific word				
	media messages.	,	choices, syntax, tone, and				
	media messages.		voice support the author's				
			purpose.				
		i)	Analyze the use of dramatic				
		.,	conventions in American				
			literature.				
		j)	Generate and respond				
		"	logically to literal,				
			inferential, evaluative,				
			synthesizing, and critical				
			thinking questions about				
			the text(s).				
		k)	Compare/contrast literary				
		,	and informational				
			nonfiction texts.				
		11.5-7	The student will read,				
			ret, analyze, and evaluate a				
			y of nonfiction texts				
			, .,,				

including employment documents and technical writing.
a) Apply information from
texts to clarify
understanding of concepts.
 Paraphrase and synthesize ideas within and between
texts.
e) Draw conclusions and make
inferences on explicit and
implied information using
textual support.
f) Analyze multiple texts
addressing the same topic
to determine how authors
reach similar or different
conclusions.
 h) Recognize and analyze use
of ambiguity, contradiction,
paradox, irony, sarcasm,
overstatement, and
understatement in text.
i) Generate and respond
logically to literal,
inferential, evaluative,
synthesizing, and critical-thinking questions
about the text(s).
about the text(s).

Fourth Nine Weeks

Communication	Reading	Writing	Research	Recommended Resources