

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				Writing		Research	Recommended Resources
	Communication	Reduing		_		vviitilig		Research	Recommended Resources
11.1- The student will make planned multimodal, interactive presentations collaboratively and individually. (link curriculum guide materials to		11.3-The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.		ve pe re	11.6-The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on		11.8-The student will find, evaluate, and select credible resources to create a research product.		VDOE Comprehensive Instruction Plans Aligned Newsela Resources
eachs	<mark>substandard)</mark>	a) Use structural analysis of	a)		ersuc	asion/argumentation.	a)	Critically evaluate quality, accuracy, and validity of	
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 perspectives, summarizing points of agreement and disagreement. Use a variety of strategies to listen actively and speak using appropriate	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 literary and classical allusions and figurative language in text. f) Extend general and cross-curricular vocabulary through speaking, listening,	b) c)	e e e	a) b)	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	b) c)	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	
how v	discussion rules with awareness of verbal and nonverbal cues. Evaluate the various techniques used to construct arguments in multimodal presentations. Use vocabulary appropriate to the topic, audience, and purpose. The student will examine ralues and points of view are led or excluded and how influences beliefs and	reading, and writing. 11.4-The student will read, comprehend, and analyze relationships among American literature, history, and culture. a) Describe contributions of different cultures to the development of American literature. c) Analyze American literature, as it reflects traditional and contemporary themes,	compr relatio literat a)		d) e) f) g)	logical sequence. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation. 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	e) f)	Language Association (MLA) or the American Psychological Association (APA). Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. Demonstrate ethical use of the Internet.	

behav	iors		motifs, universal		in the workplace and in	
Denas	nors.		characters, and genres.		postsecondary education.	
a)	Describe possible cause	d)	Interpret the social or		postsecondary education.	
a)	and effect relationships	u,	cultural function of	11 7 7	The student will self- and	
	between mass media		American literature.		-	
		-1			edit writing for	
	coverage and public	e)	Analyze how context and		ilization, punctuation,	
١.,	opinion trends.		language structures convey		ng, sentence structure,	
b)	Create media messages		an author's intent and		raphing, and Standard	
	with a specific point of		viewpoint.	Englis	n.	
١,	view.	f)	Critique how authors use			
c)	Evaluate media sources for		key literary elements to	a)	Use complex sentence	
	relationships between		contribute to meaning		structure to infuse	
١.,	intent and content.		including character		sentence variety in writing.	
d)	Analyze the impact of		development, theme,			
	selected media formats on		conflict, and archetypes			
	meaning.		within and across texts.			
e)	Determine the author's	g)	Interpret how the sound			
	purpose and intended		and imagery of poetry			
	effect on the audience for		support the subject, mood,			
	media messages.		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.			
			The student will read,			
			ret, analyze, and evaluate a			
			y of nonfiction texts			
			ling employment documents			
		and te	echnical writing.			

inferences on explicit and implied information using textual support.

Second Nine Weeks

Communication	Reading	Writing	Research	Recommended Resources
11.1- The student will make planned multimodal, interac presentations collaborativel individually.		11.6-The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on	11.8-The student will find, evaluate, and select credible resources to create a research product.	Aligned Newsela Resources
 a) Select and effectively multimodal tools to dean develop presents content. b) Credit information so c) Demonstrate the abil work effectively with diverse teams, includ setting rules and goal group work. d) Respond thoughtfully tactfully to diverse perspectives, summa points of agreement disagreement. e) Use a variety of strate to listen actively and using appropriate 	a) Use structural analysis roots, affixes, synonym and antonyms, to understand complex w Use context, structure, connotations to determ meanings of words and phrases. d) Explain the meaning of common idioms. e) Explain the meaning of literary and classical allusions and figurative language in text. f) Extend general and cross-curricular vocabulations in the seak through speaking, lister	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, addresses counterclaims, and provides effective conclusions. c) Organize claims, counterclaims, and	a) Critically evaluate quality, accuracy, and validity of information. b) 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 sequence. d) Cite sources for both quoted and paraphrased ideas using a standard	
discussion rules with awareness of verbal a nonverbal cues. h) Use vocabulary approto to the topic, audience purpose. 11.2-The student will examin how values and points of viewincluded or excluded and how media influences beliefs and behaviors. a) Describe possible cau and effect relationshi between mass media coverage and public opinion trends.	a) Describe contributions different cultures to the development of America literature. b) Compare and contrast development of America literature in its historical different is historical development.	to create a cohesive argument. g) Revise writing for clarity of content, accuracy and	method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. f) Demonstrate ethical use of the Internet.	

Revised June 2021 5

b)	Create media messages		contemporary themes,		
5,	with a specific point of		motifs, universal		
			· ·		
_,	view.	ی ا	characters, and genres.		
c)	Evaluate media sources for	(d)	Interpret the social or		
	relationships between		cultural function of		
	intent and content.		American literature.		
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		
	information.		including character		
g)	Demonstrate ethical use of		development, theme,		
6'	the Internet when		conflict, and archetypes		
	evaluating or producing		within and across texts.		
	creative or informational	g)	Interpret how the sound		
	media messages.	8/	and imagery of poetry		
	media messages.		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		
		l	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-	The student will read,		
			oret, analyze, and evaluate a		
			ty of nonfiction texts		
			ding employment documents		
			echnical writing.		
		""" "	commen withing.		

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).		

Revised June 2021 7

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)	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	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.	pers	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,	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	
e) f)	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.	d) Explain the meaning of common idioms. e) 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		counterclaims, and evidence in a sustained and logical sequence. Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation. Use words, phrases,	d) e)	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	
how v	Use vocabulary appropriate to the topic, audience, and purpose. Evaluate effectiveness of multimodal presentations. The student will examine alues and points of view are ed or excluded and how influences beliefs and viors.	relationships among American literature, history, and culture. 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)	writing, including embedding narratives to produce effective essays.	f)	consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. Demonstrate ethical use of the Internet.	

- Describe possible cause and effect relationships between mass media coverage and public opinion trends. Create media messages
- with a specific point of view.
- c) Evaluate media sources for relationships between intent and content.
- Analyze the impact of selected media formats on meaning.
- Determine the author's purpose and intended effect on the audience for media messages.
- Manage, analyze, and synthesize multiple streams of simultaneous information.
- Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

- Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
- Interpret the social or cultural function of American literature.
- Analyze how context and language structures convey an author's intent and viewpoint.
- Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.
- Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.
- Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.
- 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).
- Compare/contrast literary and informational nonfiction texts.
- 11.5-The student will read, interpret, analyze, and evaluate a variety of nonfiction texts

- h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.
- 11.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.
- Use complex sentence structure to infuse sentence variety in writing.
- Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.
- Distinguish between active and passive voice.

including employment documents and technical writing.
a) Apply information from texts to clarify understanding of concepts.
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.
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).

Fourth 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		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 cres to create a research act.	■ Bedford & Newsela
how v	Describe possible cause and effect relationships between mass media coverage and public opinion trends. Create media messages with a specific point of view.	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 common idioms. e) 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. a) Describe contributions of different cultures to the development of American literature. b) Compare and contrast the		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 argument. Blend multiple forms of writing, including embedding narratives to produce effective essays. Revise writing for clarity of	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 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). Demonstrate ethical use of the Internet	
c)	Evaluate media sources for relationships between	development of American		content, accuracy, and depth of information.			

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	intent and content.	literature in its historical h) Write and revise t	o a
d)	Analyze the impact of	context. standard acceptal	
"/	selected media formats on	d) cultural function of in the workplace a	
	meaning.	American literature. postsecondary ed	
_,	<u> </u>		acation.
e)	Determine the author's	e) Analyze how context and	£
	purpose and intended	language structures convey 11.7 The student will se	_f - ana
	effect on the audience for	an author's intent and peer-edit writing for	
	media messages.	viewpoint. capitalization, punctuati	
f)	Manage, analyze, and	f) Critique how authors use spelling, sentence structe	· I
	synthesize multiple streams	key literary elements to paragraphing, and Stand	ard
	of simultaneous	contribute to meaning English.	
	information.	including character	
g)	Demonstrate ethical use of	development, theme, a) Use complex sent	ence
	the Internet when	conflict, and archetypes structure to infus	
	evaluating or producing	within and across texts. sentence variety i	writing.
	creative or informational	g) Interpret how the sound b) Use verbals and v	
	media messages.	and imagery of poetry phrases correctly	
		support the subject, mood, achieve sentence	
		and theme, and appeal to conciseness and v	ariety
		the reader's senses. c) Distinguish between	'
		h) Evaluate how specific word and passive voice	an active
		choices, syntax, tone, and	
		· · · · · ·	
		voice support the author's	
		purpose.	
		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-The student will read,	
		interpret, analyze, and evaluate a	
		variety of nonfiction texts	
		including employment documents	
		and technical writing.	
		and teeming.	
		a) Apply information from	
		texts to clarify	
		understanding of concepts.	
		understanding of concepts.	

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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.		
i) Generate and respond		
logically to literal,		
inferential, evaluative,		
synthesizing, and critical		
thinking questions about		
the text(s).		