



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
<p>11.1- <i>The student will make planned multimodal, interactive presentations collaboratively and individually.</i> (link curriculum guide materials to each substandard)</p> <ul style="list-style-type: none"> a) Select and effectively use multimodal tools to design and develop presentation content. b) Credit information sources. c) Demonstrate the ability to work effectively with diverse teams, including setting rules and goals for group work. d) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement. e) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. g) Evaluate the various techniques used to construct arguments in multimodal presentations. h) Use vocabulary appropriate to the topic, audience, and purpose. <p>11.2- <i>The student will examine how values and points of view are included or excluded and how media influences beliefs and</i></p>	<p>11.3- <i>The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</i></p> <ul style="list-style-type: none"> 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. 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. <p>11.4- <i>The student will read, comprehend, and analyze relationships among American literature, history, and culture.</i></p> <ul style="list-style-type: none"> a) Describe contributions of different cultures to the development of American literature. c) Analyze American literature, as it reflects traditional and contemporary themes, 	<p>11.6- <i>The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.</i></p> <ul style="list-style-type: none"> 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 evidence in a sustained and logical sequence. d) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation. 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 	<p>11.8- <i>The student will find, evaluate, and select credible resources to create a research product.</i></p> <ul style="list-style-type: none"> 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 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. 	<p>VDOE Comprehensive Instruction Plans</p> <p>Aligned Newsela Resources</p>

<p>behaviors.</p> <ul style="list-style-type: none"> a) Describe possible cause and effect relationships between mass media coverage and public opinion trends. b) Create media messages with a specific point of view. c) Evaluate media sources for relationships between intent and content. d) Analyze the impact of selected media formats on meaning. e) Determine the author's purpose and intended effect on the audience for media messages. 	<p>motifs, universal characters, and genres.</p> <ul style="list-style-type: none"> d) Interpret the social or cultural function of American literature. e) Analyze how context and language structures convey an author's intent and viewpoint. f) Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts. g) Interpret how the sound 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. <p>11.5-The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.</p>	<p>in the workplace and in postsecondary education.</p> <p>11.7-The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <ul style="list-style-type: none"> a) Use complex sentence structure to infuse sentence variety in writing. 		
---	---	---	--	--

	<p>d) Paraphrase and synthesize ideas within and between texts.</p> <p>e) Draw conclusions and make inferences on explicit and implied information using textual support.</p>			
--	---	--	--	--

Second Nine Weeks

Communication	Reading	Writing	Research	Recommended Resources
<p>11.1- The student will make planned multimodal, interactive presentations collaboratively and individually.</p> <ul style="list-style-type: none"> a) Select and effectively use multimodal tools to design and develop presentation content. b) Credit information sources. c) Demonstrate the ability to work effectively with diverse teams, including setting rules and goals for group work. d) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement. e) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. h) Use vocabulary appropriate to the topic, audience, and purpose. <p>11.2-The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.</p> <ul style="list-style-type: none"> a) Describe possible cause and effect relationships between mass media coverage and public opinion trends. 	<p>11.3-The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <ul style="list-style-type: none"> 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 language in text. f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing. <p>11.4-The student will read, comprehend, and analyze relationships among American literature, history, and culture.</p> <ul style="list-style-type: none"> 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 	<p>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.</p> <ul style="list-style-type: none"> 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 evidence in a sustained and logical sequence. d) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation. e) Use words, phrases, clauses, and varied syntax to create a cohesive argument. g) Revise writing for clarity of content, accuracy and depth of information. h) Write and revise to a standard acceptable both in the workplace and in postsecondary education. 	<p>11.8-The student will find, evaluate, and select credible resources to create a research product.</p> <ul style="list-style-type: none"> 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 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. 	<p>Aligned Newsela Resources</p>

<p>b) Create media messages with a specific point of view.</p> <p>c) Evaluate media sources for relationships between intent and content.</p> <p>e) Determine the author's purpose and intended effect on the audience for media messages.</p> <p>f) Manage, analyze, and synthesize multiple streams of simultaneous information.</p> <p>g) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.</p>	<p>contemporary themes, motifs, universal characters, and genres.</p> <p>d) Interpret the social or cultural function of American literature.</p> <p>e) Analyze how context and language structures convey an author's intent and viewpoint.</p> <p>f) Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.</p> <p>g) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.</p> <p>h) Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.</p> <p>i) Analyze the use of dramatic conventions in American literature.</p> <p>j) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).</p> <p>k) Compare/contrast literary and informational nonfiction texts.</p> <p><i>11.5-The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.</i></p>			
---	--	--	--	--

	<ul style="list-style-type: none"> 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
<p>11.1- The student will make planned multimodal, interactive presentations collaboratively and individually.</p> <ul style="list-style-type: none"> a) Select and effectively use multimodal tools to design and develop presentation content. b) Credit information sources. c) Demonstrate the ability to work effectively with diverse teams, including setting rules and goals for group work. d) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement. e) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. f) Anticipate and address alternative or opposing perspectives and counterclaims. h) Use vocabulary appropriate to the topic, audience, and purpose. i) Evaluate effectiveness of multimodal presentations. <p>11.2-The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.</p>	<p>11.3-The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <ul style="list-style-type: none"> 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. <p>11.4-The student will read, comprehend, and analyze relationships among American literature, history, and culture.</p> <ul style="list-style-type: none"> 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. 	<p>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.</p> <ul style="list-style-type: none"> 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 evidence in a sustained and logical sequence. d) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation. e) Use words, phrases, clauses, and varied syntax to create a cohesive argument. f) Blend multiple forms of writing, including embedding narratives to produce effective essays. g) Revise writing for clarity of content, accuracy, and depth of information. 	<p>11.8-The student will find, evaluate, and select credible resources to create a research product.</p> <ul style="list-style-type: none"> 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 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. 	<p>Aligned Newsela Resources</p>

<ul style="list-style-type: none"> a) Describe possible cause and effect relationships between mass media coverage and public opinion trends. b) Create media messages with a specific point of view. c) Evaluate media sources for relationships between intent and content. d) Analyze the impact of selected media formats on meaning. e) Determine the author's purpose and intended effect on the audience for media messages. f) Manage, analyze, and synthesize multiple streams of simultaneous information. g) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages. 	<ul style="list-style-type: none"> c) Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres. d) Interpret the social or cultural function of American literature. e) Analyze how context and language structures convey an author's intent and viewpoint. f) Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts. g) Interpret how the sound 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. <p>11.5-The student will read, interpret, analyze, and evaluate a variety of nonfiction texts</p>	<ul style="list-style-type: none"> h) Write and revise to a standard acceptable both in the workplace and in postsecondary education. <p>11.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <ul style="list-style-type: none"> a) Use complex sentence structure to infuse sentence variety in writing. b) Use verbals and verbal phrases correctly to achieve sentence conciseness and variety. c) Distinguish between active and passive voice. 		
---	---	--	--	--

	<p><i>including employment documents and technical writing.</i></p> <ul style="list-style-type: none"> 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
<p>11.1- The student will make planned multimodal, interactive presentations collaboratively and individually.</p> <ul style="list-style-type: none"> a) Select and effectively use multimodal tools to design and develop presentation content. b) Credit information sources. c) Demonstrate the ability to work effectively with diverse teams, including setting rules and goals for group work. e) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues. h) Use vocabulary appropriate to the topic, audience, and purpose. <p>11.2-The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.</p> <ul style="list-style-type: none"> a) Describe possible cause and effect relationships between mass media coverage and public opinion trends. b) Create media messages with a specific point of view. c) Evaluate media sources for relationships between 	<p>11.3-The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <ul style="list-style-type: none"> 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. <p>11.4-The student will read, comprehend, and analyze relationships among American literature, history, and culture.</p> <ul style="list-style-type: none"> a) Describe contributions of different cultures to the development of American literature. b) Compare and contrast the development of American 	<p>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.</p> <ul style="list-style-type: none"> 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 evidence in a sustained and logical sequence. d) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation. e) Use words, phrases, clauses, and varied syntax to create a cohesive argument. f) Blend multiple forms of writing, including embedding narratives to produce effective essays. g) Revise writing for clarity of content, accuracy, and depth of information. 	<p>11.8-The student will find, evaluate, and select credible resources to create a research product.</p> <ul style="list-style-type: none"> 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 method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). f) Demonstrate ethical use of the Internet 	<p> Bedford & Newsela ...</p>

<p>intent and content.</p> <p>d) Analyze the impact of selected media formats on meaning.</p> <p>e) Determine the author's purpose and intended effect on the audience for media messages.</p> <p>f) Manage, analyze, and synthesize multiple streams of simultaneous information.</p> <p>g) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.</p>	<p>literature in its historical context.</p> <p>d) cultural function of American literature.</p> <p>e) Analyze how context and language structures convey an author's intent and viewpoint.</p> <p>f) Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.</p> <p>g) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.</p> <p>h) Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.</p> <p>j) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).</p> <p>k) Compare/contrast literary and informational nonfiction texts.</p> <p>11.5-The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.</p> <p>a) Apply information from texts to clarify understanding of concepts.</p>	<p>h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.</p> <p>11.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <p>a) Use complex sentence structure to infuse sentence variety in writing.</p> <p>b) Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.</p> <p>c) Distinguish between active and passive voice.</p>		
---	---	--	--	--

	<p>d) Paraphrase and synthesize ideas within and between texts.</p> <p>e) Draw conclusions and make inferences on explicit and implied information using textual support.</p> <p>f) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.</p> <p>i) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).</p>			
--	--	--	--	--