

## 11th Grade Reading and Writing

### Bundle 1: Reading Informational Text

PACING GUIDE: Block School 6 weeks

Year Long School 12 weeks

<p><b>** This bundle is designed for students to engage in specialized, discipline-specific literacy practices with informational texts to apply strategic practices with scaffolding and then independently to approach new literacy tasks.</b></p>	
<p><b>** Priority standards will be <i>summatively assessed</i> throughout Quarter 1. All <i>supporting standards</i> are to be <i>formatively assessed</i>, driving reteaching and instructional adjustments to meet the needs of all students.</b></p>	
<p><b>RI.11.1</b> Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>Priority Standard</b></p>
<p><b>RI.11.2</b> 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 produce a complex account.</p>	<p><b>Priority Standard</b></p>
<p><b>RI.11.4</b> 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.</p>	<p><b>Priority Standard</b></p>
<p><b>C.11.1</b> Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>b. 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, graphics, and multimedia when useful to aiding comprehension.</li> <li>c. 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.</li> </ol>	<p>Supporting Standard</p>
<p><b>RI.11.5</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.</p>	<p>Supporting Standard</p>
<p><b>RI.11.6</b> Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.</p>	<p>Supporting Standard</p>
<p><b>RI.11.8</b> Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance, and sufficiency; analyze false statements and fallacious reasoning.</p>	<p>Supporting Standard</p>
<p><b>RI.11.10</b> By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and</p>	<p>Supporting Standard</p>

analyze grade-level appropriate, complex informational texts independently and proficiently.	
<b>C.11.7</b> Compose routinely over extended time frames and shorter time frames for a variety of task, purposes and audiences.	Supporting Standard
<b>L.11.1</b> In both written and oral expression: a. Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested. b. Resolve issues of complex or contested usage, consulting references as needed.	Supporting Standard
<b>L.11.2</b> When writing: a. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	Supporting Standard
<p><b>L.11.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</li> <li>c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. 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.</li> </ul>	Supporting Standard

# 11th Grade Reading and Writing

## Bundle 2: Research/Argumentative

PACING GUIDE: Block School 6 weeks

Year Long School 10 weeks

<p><b>** This bundle is designed to utilize receptive and expressive language arts to better understand self, others and the world and additionally view literacy experiences as transactional, interdisciplinary and transformational.</b></p>	
<p><b>** Priority standards will be <i>summatively assessed</i> throughout Quarter 1. All <i>supporting standards</i> are to be <i>formatively assessed</i>, driving reteaching and instructional adjustments to meet the needs of all students.</b></p>	
<p><b>C.11.1</b> Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><b>Priority Standard</b></p>
<p><b>C.11.5</b> Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.</p>	<p><b>Priority Standard</b></p>
<p><b>C.11.6</b> Gather relevant information from multiple authoritative print and digital sources, including 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 citations.</p>	<p><b>Priority Standard</b></p>
<p><b>RI.11.3</b> 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.</p>	<p>Supporting Standard</p>
<p><b>RI.11.6</b> Determine an author’s point of view, perspective, and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.</p>	<p>Supporting Standard</p>
<p><b>RI.11.7</b> Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.</p>	<p>Supporting Standard</p>
<p><b>RI.11.9</b> Analyze documents of historical and literary significance, including how they address related themes and concepts.</p>	<p>Supporting Standard</p>
<p><b>RI.11.10</b> By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.</p>	<p>Supporting Standard</p>
<p><b>C.11.7</b> Compose routinely over extended time frames and shorter time frames for a variety of task, purposes and audiences.</p>	<p>Supporting Standard</p>
<p><b>L.11.1</b> In both written and oral expression: a. Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested. b. Resolve issues of complex or contested usage, consulting references as needed.</p>	<p>Supporting Standard</p>

<b>L.11.2</b> When writing: a. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
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Supporting Standard
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# 11th Grade Reading and Writing

## Bundle 3: Literary Analysis

PACING GUIDE: Block School 6 weeks

Year Long School 14 weeks

<p><b>** This bundle is designed for students to engage in specialized, discipline-specific literary practices to apply strategic practices with scaffolding and then independently to approach new literacy tasks.</b></p>	
<p><b>** Priority standards will be <i>summatively assessed</i> throughout Quarter 1. All <i>supporting standards</i> are to be <i>formatively assessed</i>, driving reteaching and instructional adjustments to meet the needs of all students.</b></p>	
<p><b>RL.11.1</b> Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>Priority Standard</b></p>
<p><b>RL.11.2</b> 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.</p>	<p><b>Priority Standard</b></p>
<p><b>RL.11.4</b> Determine the meaning words and phrases as they are used in the text including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.</p>	<p><b>Priority Standard</b></p>
<p><b>RL.11.3</b> Analyze the impact of the author's choices over the course of a text regarding how to develop and relate elements of a story or drama.</p>	<p>Supporting Standard</p>
<p><b>RL.11.5</b> Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>Supporting Standard</p>
<p><b>RL.11.6</b> Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony, and understatement.</p>	<p>Supporting Standard</p>
<p><b>RL.11.7</b> Analyze diverse media interpretations of a story, drama or poem, evaluating how each version interprets the source text.</p>	<p>Supporting Standard</p>
<p><b>RL.11.9</b> Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.</p>	<p>Supporting Standard</p>
<p><b>RL.11.10</b> By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.</p>	<p>Supporting Standard</p>
<p><b>C.11.2</b> Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Supporting Standard</p>
<p><b>OR</b></p>	
<p><b>C.11.3</b> Use narratives strategically in other modes of writing utilizing effective technique, well-chosen details, and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or</p>	<p>Supporting Standard</p>

supporting a claim.	
<b>OR</b>	
<b>C.11.4</b> Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.	Supporting Standard
<b>C.11.7</b> Compose routinely over extended time frames and shorter time frames for a variety of task, purposes and audiences.	Supporting Standard
<b>L.11.1</b> In both written and oral expression: a. Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested. b. Resolve issues of complex or contested usage, consulting references as needed.	Supporting Standard
<b>L.11.2</b> When writing: a. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	Supporting Standard
<b>L.11.3</b> 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. a. Apply an understanding of syntax to the study of complex texts when reading. b. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.	Supporting Standard
<b>L.11.5</b> Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text. b. Analyze nuances in the meaning of words with similar denotations.	Supporting Standard