



2024 ENGLISH STANDARDS OF LEARNING

Grade 11 Instructional Guide

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GUIDANCE OVERVIEW

The *2024 English Standards of Learning* ensure that educators across the Commonwealth approach literacy instruction with an emphasis on providing students with opportunities to read complex, grade-level texts. These texts are used as a basis for deep, text-based classroom discussions and as a starting point for writing activities. By developing students' literacy skills and structuring classrooms to offer chances to read, discuss, and write about content, teachers can support student comprehension and increase experiences that allow students to strengthen literacy skills and understand content deeply.

Virginia educators will notice that literacy standards are no longer highlighted in the instructional guides in isolation or in silos of each other, literacy standards are not meant to be taught in isolation. When Grade 11 students engage with complex literary texts (RL), they also practice communicating (C), writing (W and LU), and building vocabulary (RV), all within a literacy genre. The same integration of skills is true as Grade 11 students read complex, grade level informational text (RI). While reading informational text, students will respond through discussion and access the communication standards (C) as well as in writing (W) and draw several pieces of evidence to support reading information text (RI).

This guidance document provides considerations and approaches that integrate multiple English standards to provide students with a deeper understanding. Each section starts with educators previewing students' current levels and future objectives using the "Side-by-Sides" and "Progression Charts." Educators will then review the "Understanding the Standards" section to gain a deeper understanding of grade-level concepts and instructional practices. Guided by the "Developing Skilled Readers and Building Reading Stamina" standards, educators can utilize the suggested considerations and instructional approaches to ensure that all students engage with grade-level content at the appropriate level of rigor. Finally, the guide provides suggested or sample thematic and/or cross-content area connections to extend student learning and deepen their understanding.

Text Sets

Text sets are a collection of conceptually related texts of various genres and types (e.g., articles, literary texts, poems, technical texts) organized around topics of study to build knowledge and vocabulary. They expose students to different perspectives and formats for deeper understanding. Text sets enhance the teaching of the *2024 English Standards of Learning* and can naturally be paired with content area subjects. Text sets will vary by school and division based on resources and relevant school board policies. Text sets provide the opportunity for students to make authentic connections between texts and apply their background knowledge.

Example:

Sample Text Set	Disciplinary Connections
<p>Theme: <i>Change is Inevitable</i> Literary: <i>Walden</i> — Henry David Thoreau Literary nonfiction (Speech): “Remarks at the Signing of the Highway Beautification Act of 1965”— Lyndon B. Johnson Informational (Technical): Healthy Forests Reserve Program Natural Resources Conservation Service (usda.gov) Literary (Poem): <i>Because I Could Not Stop for Death</i> — Emily Dickinson</p>	<p>Utilize understanding of text structure and an author’s craft and style in order to best understand the data and information presented in an informational text and construct and critique the conclusions and explanations presented in the data sets (BIO.1.e, LS.1.e, PS.1.e, C1.e, ES.1.e, PH.1.e).</p> <ul style="list-style-type: none"> In the example thematic unit, “Change is Inevitable,” students might analyze the Healthy Forests Reserve Program in which they will read fact sheets, legislation, and data sets that were utilized in the establishment of this program. This supports connections to the <i>Science Standards of Learning</i> for Physical and Earth sciences.

The included text sets are intended to serve as a suggested sample for compiling text variety within a suggested topic. When determining text sets and materials to utilize in the classroom, it is key that all educators adhere to and follow the guidance of their local school board and division. The texts suggested in this guide can be modified and/or rearranged to support the needs of the students in any classroom.

INSTRUCTIONAL GUIDE QUICK LINKS:

- [Developing Skilled Readers and Building Reading Stamina](#)
- [Reading and Vocabulary](#)
- [Reading Literary Text](#)
- [Reading Informational Text](#)
- [Writing and Language Usage](#)
- [Communication & Multimodal Literacies and Language Usage](#)
- [Research](#)

DEVELOPING SKILLED READERS AND BUILDING READING STAMINA

11. DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

- A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (**Reading Fluency, K-12**).
- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 9-10 band. (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (**Text Complexity, 2-12**).
- C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (**Textual Evidence, K-12**).
- D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (**Deep Reading on Topics to Build Knowledge and Vocabulary, K-12**).
- E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (**Reading Strategies, 3-12**).

***Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.**

Critical for successful planning and implementation of grade level expectations for Developing Skilled Readers and Building Reading Stamina in the 2024 English Standards of Learning.

- [LINK- Grade 11 Understanding the Standards- Developing Skilled Readers and Building Reading Stamina](#)

READING & VOCABULARY | GRADE 11 – INSTRUCTIONAL GUIDE

Prior to teaching the Grade 11 Reading & Vocabulary standards, review:

- [Progression Chart—Reading and Vocabulary](#)
- [Grade 9-12 Side-by-Side](#)

Critical for successful planning and implementation of grade level expectations for Reading and Vocabulary in the 2024 English Standards of Learning.

- [LINK- Grade 11 Understanding the Standards- Reading and Vocabulary](#)

Teacher’s Note:

- Use the Grade 11 Understanding the Standards.
- Vocabulary instruction should be integrated into reading, writing, and discussion of relevant topics and concepts.
- Words should be culled from student reading rather than from prescribed lists and should not be taught in isolation.
- Although the vocabulary standards in high school remain similar, the word study should increase in complexity according to a variety of texts read.
- Vocabulary can also be differentiated according to text and level of student.
- There is not a specific list of Greek/Latin roots, or idioms as vocabulary is text specific.
- Continue to provide instruction on classical allusions and how they can affect and deepen the meaning of the text.

Reading and Vocabulary

11.RV The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.

11.RV.1 Vocabulary Development and Word Analysis

- A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and

writing about grade-level texts and topics.

- B. Use context and sentence structure to clarify the meanings of words and phrases.
- C. Use structural analysis of roots, affixes, and etymology to understand the meanings of unfamiliar and complex words.
- D. Analyze the nuances in the meaning of words with similar denotations (e.g., clever, cunning, brainy).
- E. Explain and analyze idiomatic language in context.
- F. Explain the meaning of figurative language and literary and classical allusions and analyze their role in texts.
- G. Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities.

Planning for Literacy Instruction + Integration of Standards

Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Within the selected literary or informational text <i>11.DSR.B – Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band.</i></p> <p><i>11.DSR.D—Read a series of conceptually related texts organized around topics of study to build knowledge and vocabulary.</i></p>	<ul style="list-style-type: none"> • Vocabulary taught is dependent on the text. Plan for ways to build students’ vocabulary and add to students’ understanding of etymology. • Use the Quantitative and Qualitative Analysis chart for determining text complexity (Appendix of the 2024 <i>English Standards of Learning</i>- p.105). • Grade 11 has a focus on American Literature. 	<ul style="list-style-type: none"> • Choose a series of conceptually related texts organized around a topic of study to expose students to complex vocabulary to strengthen their understanding of the text (<i>11.DSR.D</i>). • When possible, select a series of texts that allow students multiple opportunities to encounter similar roots/affixes, connotative and denotative meanings of words, idiomatic, and figurative language (<i>11.RV.1C, 11.RV.1D, 11.RV.1E, 11.RV.1F</i>).

<p>Demands of the Texts* <i>11.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</i></p>	<ul style="list-style-type: none"> • What are the knowledge demands (background knowledge, vocabulary knowledge) of the text? • Examine the text(s) to locate authentic opportunities to highlight, apply, or integrate additional standards to enhance students’ understanding of the text(s). 	<ul style="list-style-type: none"> • Practice the structural analysis of roots and affixes to increase understanding of unfamiliar or complex words (<i>11.RV.1C</i>). • Explicitly pre-teach key vocabulary that cannot be determined easily using context and sentence structure. • Before reading a larger piece of text, pull out smaller excerpts/sentences containing the key vocabulary (may be independently, with peers, or with modest support). • Select excerpts with literary and classical allusions to analyze their role and impact on texts (<i>11.RV.1F</i>). • Highlight specific vocabulary with similar denotations to analyze the nuances in the meaning (<i>11.RV.1D</i>). • Use graphic organizers and vocabulary strategies to help strengthen connections between newly learned and previously learned vocabulary. • *Scaffolded assistance as needed.
<p>Connect to Previously Read/Related Text to Build Knowledge + Vocabulary Understanding <i>11 DSR.D – Regularly engage in reading (independently, with peers, or with modest support) a series of conceptually related texts organized around topics of study to build knowledge and</i></p>	<ul style="list-style-type: none"> • How does this vocabulary instruction connect to previously instructed or learned words? • How will teachers help students gain background knowledge or context to better understand complex vocabulary and the text? 	<ul style="list-style-type: none"> • Review roots, affixes, etymology of words, calling attention to a few that are pertinent to comprehending the texts (<i>11.RV.1C</i>). • Highlight vocabulary that appeared in previously read informational and literary texts (words that are transferable across previously taught units or other content areas). • Students may need time to explore and build background knowledge around the historical, social, and cultural contexts—especially when they have a substantial impact on author’s vocabulary.

<p>vocabulary. Use this background knowledge as context for new learning.</p>		
<p>Skills in Practice <i>11.DSR.C – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</i></p> <p><i>11.DSR.E – When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evident is located.</i></p>	<ul style="list-style-type: none"> • How will teachers model application of the selected skills and standards? • How will students show knowledge of the selected skills and standards? 	<ul style="list-style-type: none"> • Model and facilitate discussions around newly learned vocabulary (whole class or small group) to increase word awareness. <ul style="list-style-type: none"> ○ While reading, stop periodically to model deconstructing words using morphology. ○ Have students respond tactfully to texts with diverse perspectives highlighting and using key vocabulary (<i>11.C.1Aiii</i>). • Give students multiple opportunities to re-read grade-level complex texts to self-correct word recognition and understanding (<i>11.DSR.A</i>). • Demonstrate how to use newly learned or high-utility vocabulary words through think-alouds during reading, meaningful discussions, and writing activities (<i>11.C.1A</i>). <ul style="list-style-type: none"> ○ Use newly learned words/phrases in multiple contexts including discussions, speaking, and writing (<i>11.RV.1G</i>). ○ Students may practice elaborating their ideas using purposefully selected and precise word choice (newly learned or key vocabulary) (<i>11.W.2v</i>). • Choose reading strategies (e.g., analyzing text structures, summarizing, questioning, annotating) to help students when encountering challenging sections of the text (<i>11.DSR.E</i>). <ul style="list-style-type: none"> ○ Model using these reading strategies to monitor and assess students’ comprehension of complex

		<p>texts paying attention to key vocabulary necessary for comprehension.</p> <ul style="list-style-type: none"> • Locate points in the text to model using context, sentence structure, and background knowledge to determine the meaning of new and unfamiliar words (11.RV.1B). <ul style="list-style-type: none"> ○ When literary and classical allusions occur, help students analyze their meaning and role in texts (11.RV.1). • While reading, analyze key terms and concepts in historical, scientific, technical, and employment texts to clarify meaning (11.RI.B2). • Think aloud, critiquing the author’s use of key literary devices and how they impact and contribute to the meaning and effectiveness of a text (e.g., imagery, personification, symbolism) (11.RL.2C).
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Connections	
Sample Text Set	Disciplinary Connections
<p>Theme: <i>The Quest for Independence</i> Literary nonfiction (Speech): <i>Give me Liberty or Give me Death</i> — Patrick Henry Informational: <i>Declaration of Independence</i> Literary: <i>The Crisis</i> — Thomas Paine Literary (Poem): <i>To the Right Honorable William, Earl of Dartmouth</i> — Phillis Wheatley</p> <p>Theme: <i>Foundation of a Nation</i> Informational: <i>The Constitution of the Iroquois Nation</i> Informational: <i>The United States Constitution</i></p>	<ul style="list-style-type: none"> • Reinforce vocabulary related to the thematic unit by intentionally identifying roots and affixes embedded in other disciplinary texts while reading and explicitly teaching unknown word parts. • If reading text sets with the themes from American history, such as “The Quest for Independence” or “Foundation of a Nation,” analyze, discuss, and evaluate how key principles in the primary source documents have become unifying ideas of American political philosophy. • When reading primary or technical texts, (e.g., <i>The United States Constitution, Declaration of Independence, etc.</i>)

<p>Literary (Poem): <i>A Nation’s Strength</i> — William Ralph Emerson</p> <p>Theme: <i>Dare to Dream</i></p> <p>Literary (Play): <i>A Raisin in the Sun</i> — Lorraine Hansberry</p> <p>Literary nonfiction (Speech): <i>For the Equal Rights Amendment</i> — Shirley Chisholm</p> <p>Literary (Poem): <i>Harlem</i> — Langston Hughes</p>	<p>teachers may need to differentiate instruction to support conceptual thinking and analyzing.</p> <ul style="list-style-type: none"> • The example thematic unit, “Foundation of a Nation,” supports connections to the 2023 Grade 11 Virginia and United States History <i>Standards of Learning</i>. <ul style="list-style-type: none"> ○ Consider questions about the purpose of the Constitution and historical/social/religious/political context behind its creation (<i>VUS.6</i> of the <i>History and Social Science Standards of Learning</i>). • Make connections between important historical or political primary sources such as the Equal Rights Amendment and speeches (e.g., <i>For the Equal Rights Amendment</i> by Shirley Chisholm), plays (e.g., <i>A Raisin in the Sun</i>), and other literary texts with similar themes to trace the social and cultural impact of these sources and how politics often shapes literature. • Give students multiple opportunities to read, write, and discuss connections between texts read in English with overlapping concepts, themes, and contexts found in other disciplines (e.g., History, Science, Art, World Language).
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READING LITERARY TEXT | GRADE 11 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 11 Reading Literary Text standards, review:

- [Progression Chart – Literary Text](#)
- [Grade 9-12 Side-by-Side](#)

Critical for successful planning and implementation of grade level expectations for Reading Literary Text in the 2024 English *Standards of Learning*.

- [LINK- Grade 11 Understanding the Standards- Reading Literary Text](#)

Teacher's Note:

- Use the Grade 11 Understanding the Standards.
- Students in Grade 11 will grow their understanding of texts by analyzing, evaluating, and critiquing literary and informational texts with a focus on American Literature.
- Whole-group instruction can be centered on a shared text, modeling how to analyze, evaluate, and critique.
- Provide opportunities for students to read, write, and discuss texts using the gradual release approach. This allows students to have guided practice of what was modeled by the teacher, moving toward an independent activity in which the students demonstrate their learning.
- Include literary texts that fulfill a social or cultural function depending on the time, location, theme and purpose of the author(s) across texts. For example, *The Grapes of Wrath*, which focuses on the plight of migrant farmers, affected the conscience of a nation and helped to change laws.
- Introduce students to longer, more complex texts both on grade level and above grade level.
- Have students continuously referring to the text for evidence to support their thinking.
- Continue to refer and deepen their understanding of poetic elements and techniques and literary devices.
- Use literary and informational texts paired on a common theme or topic.

Reading Literary Text

11. RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British, and American literature), narratives, poetry, and drama, with an emphasis on American literature.

11.RL.1 Key Ideas and Plot Details

- A. Analyze the development of universal themes (e.g., loss of innocence, coming of age, relationship with nature) prevalent in American literature (e.g., short stories, poems, plays, novels, essays, and literary nonfiction) of different eras.
- B. Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the setting and plot.
- C. Analyze how characters are revealed through particular lines of dialogue or events.
- D. Analyze and evaluate how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures

11RL.2 Craft and Style

- A. Interpret and analyze how the sound and imagery of poetry support the subject, mood, form, and theme and appeal to the reader’s senses.
- B. Evaluate how authors use specific word choices, syntax, tone, and voice to convey the author’s intent and viewpoint.
- C. Critique how authors use key literary devices (e.g., imagery, personification, symbolism) to contribute to the meaning of a text, including its character development, theme, conflict, and archetypes.
- D. Analyze the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied.

11.RL.3 Integration of Concepts

- A. Explain the influence of the historical and cultural context on form, style, and point of view of texts that represent diverse voices and perspectives.
- B. Relate themes, patterns of events, or character types from myths, traditional stories, or religious works to contemporary stories, poems, or drama.
- C. Analyze how authors’ attitudes, viewpoints, and beliefs reflect larger historical, social, or cultural contexts.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Select Complex Texts <i>11.DSR.B – Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band.</i></p> <p><i>11.DSR.D – Read a series</i></p>	<ul style="list-style-type: none"> • Use the Quantitative and Qualitative Analysis chart for determining text complexity (Appendix of the 2024 <i>English Standards of Learning</i>-p.105). • Grade 11 has a focus on American Literature. 	<ul style="list-style-type: none"> • When selecting literary texts, it is important to consider both quantitative and qualitative measures. Ensure the themes and subject matter are suitable for students at this grade level. • Pair texts within the quantitative range of the text complexity to ensure students are exposed to grade-level appropriate texts. • When applicable, align topics, concepts, or themes to other course content such as History and Social Sciences, Science, Math, or the Arts. <i>(See Disciplinary</i>

<p><i>of conceptually related texts organized around topics of study to build knowledge and vocabulary.</i></p>		<p><i>Connections for examples for interdisciplinary opportunities).</i></p> <ul style="list-style-type: none"> • Select a series of conceptually related texts organized around a topic of study that provides students multiple exposures to high level vocabulary, language, and content, allowing for students to read various texts independently, with peers, or with modest support (11.DSR.D).
<p>Demands of the Texts* 11.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</p>	<ul style="list-style-type: none"> • What are the knowledge demands (background knowledge, vocabulary knowledge) of the text? • Examine the text(s) to locate authentic opportunities to highlight, apply, or integrate additional standards to enhance students’ understanding of the text(s). 	<ul style="list-style-type: none"> • Guide students in determining appropriate reading strategies to support their comprehension of various texts and purposes for reading. • Analyze the development of universal themes (e.g., loss of innocence, coming of age, relationship with nature) prevalent in American literature (11.RL.1A). • Model analyzing and evaluating how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme of plays from various cultures, deciding which conventions were more effective (11.RL.1D). • *Provide scaffolded assistance as needed.
<p>Connect to Previously Read/Related Text to Build Knowledge + Vocabulary Understanding 11. DSR.D – Regularly engage in reading (independently, with peers, or with modest support) a</p>	<ul style="list-style-type: none"> • How does this reading instruction connect to previously instructed reading/texts? • How will teachers help students gain background knowledge or context to understand the informational text? 	<ul style="list-style-type: none"> • Provide opportunities for students to ask and answer questions before, during, and after to better understand the texts. • Analyze and explain the meaning and role of the figurative language and literary/classical allusions in text (e.g., allusions to biblical and historical figures). • Gather and organize research from various sources about the historical/cultural contexts of the texts (11.R.1B). <ul style="list-style-type: none"> ○ Synthesize information about the historical,

<p><i>series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>		<p>social, or cultural contexts of various text to analyze how authors’ attitudes, viewpoints, and beliefs reflect those (11.RI.3C).</p> <ul style="list-style-type: none"> • Formulate and revise questions about the historical/cultural contexts of the paired texts, broadening or narrowing the inquiry as necessary (11.R.1A).
<p>Skills in Practice 11.DSR.C – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</p> <p>11.DSR.E – When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evident is located.</p>	<ul style="list-style-type: none"> • Set a purpose for reading and focus students’ attention on universal themes prevalent in American literature. • How will teachers model application of the selected skills and standards? • How will students show knowledge of the selected skills and standards? 	<ul style="list-style-type: none"> • Select two or three excerpts from the text to discuss whole group and model analyzing the development of the theme using textual evidence to support the analysis (11.RL.1A). <ul style="list-style-type: none"> ○ Use graphic organizers to track the development of theme throughout an entire literary text or poem. • Analyze how a particular chapter, scene, or stanza fits into the overall structure of a text and contributes to the setting and plot (11.RL.1B). <ul style="list-style-type: none"> ○ Before or during reading, choose an excerpt to annotate for the use of sound and imagery in poetry. Think-aloud your analysis of how it impacts the subject, mood, form, and theme of the literary text or poem (11.RL.2A). • Model using these reading strategies to monitor and assess students’ comprehension of complex texts paying attention to key vocabulary or challenging sentence structure necessary for comprehension. <ul style="list-style-type: none"> ○ Analyze key literary devices to determine how they contribute to/and impact the meaning of the text (11.RL.2C).

		<ul style="list-style-type: none"> ○ Select exemplars that will show students how specific verbal phrases and the use of active or passive voice achieve conciseness or interfere with clarity in writing and speaking (<i>11.LU.1A, 11.LU.1C</i>). ● Before, during, and after reading, students will respond to the text in various ways including summaries of the main points, personal reflections, and critiques of the texts. <ul style="list-style-type: none"> ○ Combine, revise, and edit shorter pieces students previously wrote (e.g., reader’s response journals or quick writes) to develop extended pieces of writing to emphasize writing being a recursive process (<i>11.W.2A</i>). ● Apply reading strategies to analyze the author’s tone, viewpoint, and how that tone was carefully crafted with specific word choices and syntax (<i>11.RL.2B</i>). <ul style="list-style-type: none"> ○ Guide students in small groups or pairs to discuss how the author’s word choice influences the meaning of the text, requiring groups to use textual evidence to support their claims. ○ Analyze how the author’s viewpoints reflect larger historical, social, or cultural contexts. This may require building students’ background knowledge by researching the contexts around a text (<i>11.RL.3C</i>). ● Analyze and critique media elements and how they reached their specific purposes and target audiences (<i>11.C.4B</i>).
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Connections

Sample Text Set	Disciplinary Connections
<p>Theme: <i>Civil Disobedience-The Call for Freedom/Equality</i> Literary nonfiction: <i>Letter from a Birmingham Jail</i> — Martin Luther King Jr. Literary: <i>Civil Disobedience</i>—Henry David Thoreau Literary (Poem): <i>Boston Hymn</i>—Ralph Waldo Emerson</p> <p>Theme: <i>Causes and Effects of Hysteria</i> Literary (Play): <i>The Crucible</i>—Arthur Miller Informational: “The Salem (and Other) Witch Hunts” — Mike Kubic (1390L) Informational (Technical): The Salem Witchcraft Papers: Transcription of the Court Records</p> <p>Theme: <i>Perspectives on Equality</i> Literary nonfiction (Speech): “What’s Wrong with ‘Equal Rights’ for Women” — Phyllis Schlafly Literary nonfiction (Speech): “For the Equal Rights Amendment” — Shirley Chisholm Informational: The Equal Rights Amendment Explained from Brennan Center for Justice Literary: Chapter 3, Excerpt from <i>A Room of One’s Own</i> — Virginia Woolf Informational (Technical): “The Status of Women is the Status of Democracy” — Secretary Antony J. Blinken, Secretary of State (Press release on March 28, 2023)</p>	<ul style="list-style-type: none"> ● Provide students multiple opportunities to read, write, and discuss connections between texts read in English with overlapping concepts, themes, and contexts found in other disciplines. ● Frequently read, analyze, discuss, and write in connection to their learnings and understandings from primary sources and/or technical texts. ● Technical texts often include data and statistical information, graphs, and charts, which can support connections to mathematical literacy as well as science knowledge students have acquired in these content courses. <ul style="list-style-type: none"> ○ Include scaffolds to support the evaluation and analysis of the details specific to technical texts of these disciplines. By making these connections, students will gain a better understanding of the relevance and quality of an author’s premises, claims, counterclaims, and evidence, enhancing transfer of the skills needed when reading these text styles in other content areas. ● The example thematic unit, “Causes and Effects of Hysteria,” supports connections to the 2023 VA and United States History <i>Standards of Learning (VUS.2)</i>. <ul style="list-style-type: none"> ○ Model and explicitly discuss how to read and analyze the viewpoints and arguments of individuals who were transcribed in the primary source, such as <i>The Salem Witchcraft Papers</i>. ○ The use of graphic organizers can serve as a scaffold for understanding the structures and features of a transcript.

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| | <ul style="list-style-type: none">• Students should practice analysis and providing evidence from the primary source. This same process can be applied to all technical and primary sources to support student understanding and develop depth of knowledge. |
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READING INFORMATIONAL TEXT | GRADE 11 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 11 Reading Informational Text standards, review:

- [Progression Chart—Informational Text](#)
- [Grade 9-12 Side-by-Side](#)

Critical for successful planning and implementation of grade level expectations for Reading Informational Text in the 2024 *English Standards of Learning*.

- [LINK- Grade 11 Understanding the Standards- Reading Informational Text](#)

Teacher's Note:

- Use the Grade 11 Understanding the Standards.
- Teach a balance of literary (including poetry) and informational texts throughout the academic year.
- Informational texts should include informational, persuasive, technical texts, and employment documents.
- Whole-group instruction can be centered on a shared text, modeling how to analyze, evaluate, and critique.
- Provide opportunities for students to read, write, and discuss texts using the gradual release approach. This allows students to have guided practice of what was modeled by the teacher, moving toward and independent activity in which the students can demonstrate their learning.
- Introduce students to longer, more complex texts.
- Have students continuously refer to the text(s) for evidence support their thinking.
- Use literary and informational texts paired on a common theme or topic.

Reading Informational Text

11.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.

11.RI.1 Key Ideas and Confirming Details

- A. Interpret and complete an application for employment or college admission, and summarize the intent, main ideas, and purpose of the workplace or technical documents.
- B. Analyze the hypotheses, data, analysis, and/or conclusions in informational, historical, scientific, or technical texts, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- C. Evaluate the relevance and quality of an author’s premises, claims, counterclaims, and evidence by corroborating or challenging them with other information.

11.RI.2 Craft and Style

- A. Examine how textual elements and organizational patterns contribute to meaning and the author’s purpose.
- B. Analyze and interpret the key terms (e.g., content-specific words and phrases, technical terminology) and ideas of historical, scientific, technical, and employment texts to clarify concepts.
- C. Recognize and analyze the author’s purpose and impact of ambiguity, contradiction, paradox, oxymoron, irony, sarcasm, overstatement, and understatement in informational texts.

11.RI.3 Integration of Concepts

- A. Analyze information within and between paired passages for similar and conflicting ideas and how authors reach similar or different conclusions.
- B. Compare and contrast informational and technical texts for intent, content, and clarity.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
Select Complex Texts <i>11.DSR.B – Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades</i>	<ul style="list-style-type: none">• Use the Quantitative and Qualitative Analysis chart for determining text complexity (Appendix of the 2024 <i>English Standards of Learning</i>-p.105)	<ul style="list-style-type: none">• Select a series of conceptually related texts organized around a topic of study that provides students multiple exposures to high level vocabulary, language, and content, allowing for students to read various texts independently, with peers, or with modest support (11.DSR.B).• Ensure texts include a variety of genres/styles (e.g.,

<p>11-12 band.</p>	<ul style="list-style-type: none"> • Grade 11 has a focus on American Literature. 	<p>scientific, historical texts, primary sources, literary nonfiction, literary texts, and/or research) (11.DSR.D).</p> <ul style="list-style-type: none"> ○ Choose exemplars that expose students to a variety of textual elements (e.g., titles, headers, charts, etc.) and organizational patterns. ○ Incorporate workplace documents (e.g., employment or college admission applications, memos, emails) and other technical texts (11.RI.1A). <ul style="list-style-type: none"> • Pair informational and/or literary texts that represent diverse perspectives on the same or similar topics for comparing and contrasting texts. • When applicable, align topics, concepts, or themes to other course content such as History and Social Sciences, Science, Math, or the Arts. (See Disciplinary Connections for examples for interdisciplinary opportunities).
<p>Demands of the Texts* 11.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</p>	<ul style="list-style-type: none"> • What are the knowledge demands (background knowledge, vocabulary knowledge) of the text? • Examine the text(s) to locate authentic opportunities to highlight, apply, or integrate additional standards to enhance students’ understanding of the text(s). 	<ul style="list-style-type: none"> • Students may need time to explore and build background knowledge around components of informational, historical, scientific or technical texts. <ul style="list-style-type: none"> ○ Ensure students understand these conventional components essential to the text (e.g., hypothesis, data, analysis, conclusions) (11.RI.1B). • Review key vocabulary for students to interpret and complete applications for employment or college admission (11.RI.1A). • Review key roots, affixes, and etymology to help students understand the meaning of unfamiliar and complex words that may appear in informational texts (11.RV.1C). • Utilize graphic organizers to gather and corroborate

		<p>information from other sources in preparation for evaluating the relevance and quality of an author’s claims and evidence (11.RI.1C).</p> <ul style="list-style-type: none"> *Provide scaffolded assistance as needed.
<p>Connect to Previously Read/Related Text to Build Knowledge + Vocabulary Understanding 11.DSR.D – Regularly engage in reading (independently, with peers, or with modest support) a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</p>	<ul style="list-style-type: none"> How does this reading instruction connect to previously instructed reading/texts? How will teachers help students gain background knowledge or context to understand the informational text? 	<ul style="list-style-type: none"> Use previously taught words from reading past literary or informational texts to answer questions about the text when speaking or writing (11.RV.1G). To prepare students for reading argumentative informational texts, evaluate the quality of an author’s claims, have students read or research about the author’s backgrounds or historical/social/cultural context that influenced the author (11.RI.1C). Facilitate opportunities for students to explore various career and post-secondary opportunities. Students may engage in discussions corroborating or challenging these claims based on the author’s qualifications in argumentative informational texts.
<p>Skills in Practice 11.DSR.C – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. 11.DSR.E – When</p>	<ul style="list-style-type: none"> How will teachers model application of the selected skills and standards? What opportunities will students have for applying skills and knowledge? 	<ul style="list-style-type: none"> During and after reading, engage students in a discussion of the purpose of the informational texts and how author’s use textual elements and organizational patterns to effectively convey that purpose (11.RI.2A). <ul style="list-style-type: none"> Model analyzing how the textual elements and organizational patterns help the writers achieve their purpose. Give students multiple opportunities to debate the necessity and effectiveness of these elements on

<p>responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</p>		<p>the writer’s intent.</p> <ul style="list-style-type: none"> ○ Analyze and critique media elements and how they reached their specific purposes and target audiences (11.C.4B). ● Use graphic organizers that allow students to organize their thoughts and analysis of paired informational and technical texts. <ul style="list-style-type: none"> ○ Close read each texts individually for similar and conflicting ideas to see how authors reach similar or different conclusions (11.RI.3A). ○ Discuss intent, content, and clarity before comparing and contrasting informational and technical texts (11.RI.3B). ○ Examine and discuss context and sentence structure (11.RV.1B).
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Connections	
Sample Text Set	Disciplinary Connections
<p>Theme: <i>Change is Inevitable</i> Literary: <i>Walden</i> — Henry David Thoreau Literary nonfiction (Speech): “Remarks at the Signing of the Highway Beautification Act of 1965”— Lyndon B. Johnson Informational (Technical): Healthy Forests Reserve Program Natural Resources Conservation Service (usda.gov) Literary (Poem): <i>Because I Could Not Stop for Death</i> — Emily Dickinson</p>	<ul style="list-style-type: none"> ● Texts found in the thematic units allow for opportunities to have students read, write, research, and/or discuss the political, religious, social, and economic characteristics/context that influenced real or imagined events written about in literary or informational texts (e.g., reasons for establishing the 13 colonies or the revolutionary period) These topics support connections to the 2023 Grade 11 VA and United States History <i>Standards of Learning</i> (VUS.2a, VUS.3, VUS.5). ● Make connections between the components, structure, and purpose of scientific and technical texts read in the

Theme: *From Despair to Determination: Stories of American Grit*

Literary: *The Grapes of Wrath* (680L)—John Steinbeck

Informational: Excerpt from: *The Worst Hard Time*—Thomas Egan

Literary (Poem): “I Hear America Singing”—Walt Whitman

Theme: *Imagining Alternatives*

Literary nonfiction (Speech): “Solitude of Self” — Elizabeth Cady Stanton

Informational: Stanton Papers, *Report of the Woman’s Rights Convention of 1848*

Literary: *The Yellow Wallpaper* — Charlotte Perkins Gilman

Literary: *The Story of an Hour*—Kate Chopin

Informational (Technical): REPORT: Women Voters — the Numbers | League of Women Voters (lww.org)

ELA classroom and what students read in their secondary science classes.

- Across all secondary science concentrations, Virginia students need to be able to ask questions; define problems (BIO.1a, LS.1a, PS.1.a, C1.a, ES.1.a, PH.1.a) from initial questions; interpret, analyze and evaluate data and information from the investigations that were carried out.
- Analyze the structure of technical text to garner information and evaluate the author’s intentions, viewpoint, relevance, and quality of an author’s claims and data that appear in scientific and technical texts.
- Utilize understanding of text structure and an author’s craft and style in order to best understand the data and information presented in an informational text and construct and critique the conclusions and explanations presented in the data sets (BIO.1e, LS.1e, PS.1.e, C1.e, ES.1.e, PH.1.e).
 - In the example thematic unit, “Change is Inevitable,” students might analyze the Healthy Forests Reserve Program in which they will read fact sheets, legislation, and data sets that were utilized in the establishment of this program. This supports connections to the *Science Standards of Learning* for Physical and Earth sciences.
- Students might compare, integrate, and evaluation sources of information presented in different media or formats here to address a scientific question and better understand the systems and legislation established to solve this problem (PH.1.f, ES.1.e, et al.).

WRITING & LANGUAGE USAGE | GRADE 11 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 11 Writing & Language standards, review:

- [Progression Chart-Writing](#)
- [Progression Chart—Language Usage](#)
- [Grades 9-12 Side-By-Sides](#)

Critical for successful planning and implementation of grade level expectations for Writing and Language Usage in the 2024 *English Standards of Learning*.

- [LINK-Grade 11 Understanding the Standards- Writing](#)
- [LINK- Grade 11 Understanding the Standards- Language Usage](#)

Teacher's Note:

- Use the Grade 11 Understanding the Standards.
- Recognize the difference between teaching writing and assigning writing.
- Recognize that there is not a required number of paragraphs or prescribed structure. Requiring students to use a prescribed model (e.g., five paragraphs) often produces formulaic writing and limits student expression and voice.
- Model quality writing through published works and authentic texts.
- Embed practice with the grammatical expectations in Language Usage for Grade 11.
- Point out how skilled authors use punctuation and grammar to enhance the meaning of their work; this should be discussed and modeled for students using authentic examples from various authors; grammar instruction and practice should be integrated during reading, writing, and discussion.
- Consult professional publications when necessary.
- Continue to address the features of the three domains of writing:
 - Composing—focusing on a clear, central idea; providing elaboration, organization, and unity,
 - Written Expression—sentence variation, selected information, word choice, voice, and tone,
 - Language Usage/Mechanics—grammar, punctuation, and usage as appropriate for the grade level.
- Demonstrate how to write narrative techniques in multiple forms of writing.
- Use writing conferences and portfolios to monitor student progress and provide the opportunity for students to have practice writing on demand, for shorter time frames, and over extended periods of time.
- Provide opportunities for student choice with topic, audience, and purpose.

Writing

11.W. The student will write in a variety of forms for diverse audiences and purposes linked to grade eleven content and text with an emphasis on argumentative and analytical writing.

11.W.1 Modes and Purposes for Writing

- A. Write extended pieces that:
 - i. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
 - ii. Adopt an organizational structure that clarifies relationships among ideas and concepts.
 - iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience’s knowledge.
 - iv. Provide a concluding section that follows from the information or explanation presented.
- B. Write analyses that:
 - i. Develop a thesis that demonstrates knowledgeable judgments.
 - ii. Interpret and investigate evidence from various sources and texts to draw reasonable conclusions that support the writer’s position or assertion.
 - iii. Examine and evaluate processes and/or problems to propose solutions.
 - iv. Organize claims, counterclaims, and evidence in a sustained and logical sequence that explains how the credible evidence supports well-defined points of view.
- C. Write to describe personal qualifications for potential occupational or educational opportunities, producing clear and coherent writing in which the development, organization, and style match the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
- B. Choose appropriate modes and blend multiple forms of writing by routinely engaging in the production of shorter and longer pieces that adapt writing content, technique, and voice for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

11.W.2 Organization and Composition

- A. Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
 - i. Composing a thesis statement that clearly communicates the writer’s position or assertion.
 - ii. Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
 - iii. Effectively contextualizing evidence from sources with proper introduction and thorough explanation.

- iv. Applying varied transitions and sentence structures to connect ideas within and across paragraphs.
- v. Elaborating ideas clearly through purposeful and precise word choice.

11.W.3 Usage and Mechanics

- A. Revise writing for clarity of content, accuracy, and depth of information.
- B. Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
- C. Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
- D. Write and revise to a standard acceptable both in the workplace and in post-secondary education.

Language Usage

11.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

11.LU.1 Grammar

- A. Use verbal phrases to achieve sentence conciseness and variety in speaking and writing.
- B. Use complex sentence structure to infuse sentence variety in writing.
- C. Differentiate and apply active and passive voice to convey a desired effect in speaking and writing.

11.LU.2 Mechanics

- A. Use commas, semi-colons, and colons correctly in complex sentences in writing.
- B. Write and edit work so that it conforms to the guidelines in style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- C. Spell correctly, consulting reference materials to check as needed.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands

<p>Select an Exemplar of the type of Writing <i>11.DSR.B – Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band.</i></p>	<ul style="list-style-type: none"> • Use the Quantitative and Qualitative Analysis chart for determining text complexity (Appendix of the 2024 <i>English Standards of Learning</i>- p.105). 	<ul style="list-style-type: none"> • Select a wide range of mentor texts related to the themes and concepts in the texts chosen that exposes students to a variety of writing styles, sentence structures, dialogue, and grammar/language usage standards. <ul style="list-style-type: none"> ○ Mentor texts should include a variety of narrative, expository, and persuasive writing (<i>11.W.1A, 11.W.1.B, 11.W.1C, 11.W.1D</i>). • Strategically incorporate workplace texts and models of post-secondary writing (<i>11.W.3D</i>).
<p>Demands of the Strand* <i>11.DSR.E -Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</i></p>	<ul style="list-style-type: none"> • What are the knowledge demands (background knowledge, vocabulary knowledge) of the text? • Examine the text(s) to locate authentic opportunities to highlight, apply, or integrate additional standards to enhance students’ understanding of the text(s). 	<ul style="list-style-type: none"> • Grade 11 has a higher demand on writing analyses with evidence of students’ knowledgeable and informed judgements. <ul style="list-style-type: none"> ○ Explicitly teach characteristics of writing an analysis. ○ Use textual evidence and details from research or previously read texts to assist students with writing analyses. • Explicitly teach or review active and passive voice (<i>11.LU.1C</i>). <ul style="list-style-type: none"> ○ Determine how active and passive convey the writer’s desired effect. • Analyze text for specific word choice, purpose, and intended audience used in exemplar employment or post-secondary applications (<i>11.W.1C</i>). <ul style="list-style-type: none"> ○ Writing should be evident of student’s understanding of intended audience and purpose using. • Analyze informal and formal language used in various contexts and pieces of writing to help students distinguish between the two and use each when

		<p>appropriate.</p> <ul style="list-style-type: none"> *Provide scaffolded assistance as needed.
<p>Connect to Previously Read/Related Text to Build Knowledge + Vocabulary Understanding</p> <p><i>11.DSR.D – Regularly engage in reading (independently, with peers, or with modest support) a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> How will new learning connect to previously learned skills and/or concepts? How will students build background knowledge or context to understand and be able to form thoughts about the topic and text? 	<ul style="list-style-type: none"> Research the historical and cultural context surrounding the chosen texts to gain a better understanding of their influences on the texts. Students will respond to the text in various ways including summaries of the main points, personal reflections, and critiques of the texts. <ul style="list-style-type: none"> Combine, revise, and edit shorter pieces students previously wrote (e.g., reader’s response journals or quick writes) to develop extended pieces of writing to emphasize writing being a recursive process (11.W.2A). If students are writing about a new audience or in response to an unfamiliar topic, allow students to research or discuss whole-group how this audience may differ from a familiar audience and how that may impact their writing style.

<p>Skills in Practice <i>11.DSR.C – When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evident is located.</i></p> <p><i>11.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</i></p>	<ul style="list-style-type: none"> • How will teachers model application of the selected skills and standards? • How will students show knowledge of the selected skills and standards? 	<ul style="list-style-type: none"> • Model how to plan and draft writing to explain the impact of the historical/cultural context on the style and point of view of texts that represent diverse voices and perspectives (11.RL.3). <ul style="list-style-type: none"> ○ Analyze how the topic/audience/purpose determines the speaker’s choice of <i>words and tone</i> (11.C.2ii). ○ Allow students to practice and reflect on their writing, modeling again if necessary. • Model close reading and analysis of the text(s); organize thoughts into a graphic organizer to write an analysis of chosen texts (works well with speeches or argumentative informational texts). <ul style="list-style-type: none"> ○ Apply reading strategies to analyze the author’s tone, viewpoint, and how that tone was carefully crafted with specific word choices and syntax (11.RL.2B). ○ Use opinions and textual evidence to develop a thesis that shows knowledgeable judgements (11.W.1Bi). ○ Organize claims, counterclaims, and textual evidence in a logical sequence that shows how the evidence supports the student’s point of view (11.W.1Biv). ○ Draw attention to ways a writer transitions smoothly from one idea to another and how a writer’s word choice impacts clarity (11.W.2Aii, 11.W.2Av). • Model with excerpts from the speeches to show how effective writers write to fit a specific purpose and
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		<p>audience, paying attention to the word choice and format chosen (11.W.2Av).</p> <ul style="list-style-type: none"> ○ Use a planning tool that also highlights diction and tone to fit the topic, audience, and purpose in preparation of the oral report after writing (11.C.2Aii). ● Model the writing process (planning, drafting, revising, editing) for creating workplace documents. <ul style="list-style-type: none"> ○ Help students plan for writing about their personal qualifications for potential occupational and educational opportunities by determining the intended audience and purpose of their writing. <ul style="list-style-type: none"> ▪ Model incorporating rhetorical techniques, repetition, and figurative language to deliver a message (11.C.2Aiv). ● Confer with students individually or in small groups to offer personal feedback to target specific writing areas of growth. ● Draft a resume, cover letter, personal statement essay for college or trade school or other post-secondary experiences to be peer-edited and presented. <ul style="list-style-type: none"> ▪ Students should focus on elaborating clearly on ideas that show their qualifications through purposeful and precise word choice (11.W.2Av). ● Engage in peer-and self-evaluation of clarity and quality of information (11.W.3B).
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Connections	
Sample Text Set	Disciplinary Connections

<p>Theme: <i>Fear Phenomenon</i> Informational: “McCarthyism” (1080L)—USHistory.org Literary nonfiction (Speech): “Enemies from Within”—Senator Joseph McCarthy Literary: <i>The Scarlet Letter</i> —Nathaniel Hawthorne</p> <p>Theme: <i>All That Glitters...</i> Informational: “The Immigrant Contribution” (Excerpt from <i>A Nation of Immigrants</i>) — John F. Kennedy Literary nonfiction (Political Cartoon): Political Cartoons from the Chicago Tribune (1918-1929) Literary: <i>The Great Gatsby</i> —F. Scott Fitzgerald Literary (Poem): <i>A Dream Deferred</i> —Langston Hughes Informational: “Less Crime, More Punishment: Violence, Race, and Criminal Justice in Early Twentieth-Century America” from <i>The Journal of American History</i></p> <p>Theme: <i>Voices of America</i> Literary nonfiction (Speech): “President Barack Obama's Inaugural Address” (January 2009) Literary (Poem): <i>Let America Be America Again</i> —Langston Hughes Informational (Technical): <i>The Negro Motorist Green Book</i> Informational: “Americans are Split over the State of the American Dream” (ATOS: 9.26)-- New Research Center (July 2024)</p>	<ul style="list-style-type: none"> ● Read cross-disciplinary informational texts that support students’ abilities to interpret, analyze, or evaluate data, construct arguments or counterarguments based on data and evidence as well as communicate scientific and/or technical information about phenomena and/or a design process in multiple formats. This supports connections to the <i>Science Standards of Learning (BIO.1, LS.1, PS.1, C1.a, ES.1, PH.1)</i>. <ul style="list-style-type: none"> ○ Write to effectively communicate findings and conclusions drawn from historical or scientific texts. ○ In the example thematic unit, “Voices of America” Grade 11 students might utilize these scientific investigation skills alongside their analysis of informational text when examining the data presented by the Pew Research Center. Students can draw upon their understandings of data tables, text features, and research to draw reasonable conclusions. ● Write summaries and critiques of primary sources/texts read in Virginia and US History and Science as they relate to the common themes of texts read in English. ● These texts also promote connections to standards for the Arts. For example, students might analyze art exhibitions in written reflections comparing and contrasting them to common themes found in literary or informational texts read in the English classroom (<i>AIII.3.B</i>).
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COMMUNICATION & LANGUAGE USAGE | GRADE 11 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 11 Communication & Language Usage standards, review:

- [Progression Chart—Communication and Multimodal Literacies](#)
- [Progression Chart—Language Usage](#)
- [Grades 9-12 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Communication & Multimodal Literacy and Language Usage in the 2024 English *Standards of Learning*.

- [LINK- Grade 11 Understanding the Standards- Communication & Multimodal Literacies](#)
- [LINK- Grade 11 Understanding the Standards- Language Usage](#)

Teacher's Notes:

- Use the Grade 11 Understanding the Standards.
- Provide opportunities for students to create media messages and analyze the cause-and-effect relationships between mass media coverage and public opinion trends.
- Students will create persuasive, multimodal presentations that address alternative perspectives.
- Allow for students to build communication skills, working both independently and in collaborative groups.
- Emphasize the importance of effective interpersonal communication and collaboration skills that are essential for success in future postsecondary education and workplace environments.
- Provide opportunities for students to create interactive, multimodal presentations.
- Provide opportunities for small-group analysis and self-analysis of the effectiveness of communication.
- Note that the communication strand should be integrated with the reading, writing/language usage, and research strands throughout the year.
- Provide opportunities for students to collaborate to solve problems.
- Multimodal is the strategic use of two or more interdependent modes of communication where both/all modes are essential to convey the intended message (e.g., graphics, written language, moving images, music, audio, presentation technologies, movement).

Communication and Multimodal Literacies

11.C The student will develop effective oral communication and collaboration skills to build a community of learners

that process, understand, and interpret content together.

11.C.1 Communication, Listening, and Collaboration

- A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:
 - i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.
 - ii. Demonstrating the ability to work effectively by coming to a consensus, exercising flexibility, making necessary compromises, and presenting alternate views.
 - iii. Responding thoughtfully and tactfully with evidence to diverse perspectives.
 - iv. Summarizing points of agreement and disagreement.
 - v. Assessing, evaluating critically, and using information accurately to fulfill a task.
 - vi. Using reflection to evaluate one's own role in the group process in small-group activities.

11.C.2 Speaking and Presentation of Ideas

- A. Report orally on a topic or text or present an opinion. This includes:
 - i. Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
 - ii. Choosing diction and tone appropriate to the topic, audience, and purpose.
 - iii. Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.
 - iv. Utilizing rhetorical techniques (e.g., ethos, pathos, and logos), repetition, and figurative language to deliver a message.
 - v. Anticipating and addressing alternative or opposing perspectives and counterclaims using counter arguments and rebuttals, as appropriate.
 - vi. Evaluating the content and effectiveness of presentations; that includes the introduction, organization, strengths/weaknesses in evidence and reasoning, and conclusion.

11.C.3 Integrating Multimodal Literacies

- A. Create, publish, and deliver multimodal presentations and pieces aimed at a variety of audiences and with different purposes, incorporating spoken or written components.
- B. Demonstrate understanding of multimodal literacy by identifying and evaluating elements such as authorship, format, audience, content, and purpose.

- C. Monitor, organize, analyze, and synthesize multiple streams of simultaneous information to create a summary or formulate a position.
- D. Ethically, purposefully, and strategically incorporate multimodal tools including the Internet and varying technology.

11.C.4 Examining Media Messages

- A. Analyze the sources and viewpoint(s) of publications including advertisements, editorials, blogs, and websites.
- B. Analyze and critique how media reach the targeted audience for specific purposes.
- C. Analyze, compare, and contrast visual and verbal media messages for content (e.g., word choice and choice of information), intent (e.g., persuasive techniques), impact (e.g., public opinion trends), and effectiveness (e.g., effect on the audience).

Language Usage

11.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

11.LU.1 Grammar

- A. Use verbal phrases to achieve sentence conciseness and variety in speaking and writing.
- B. Use complex sentence structure to infuse sentence variety in writing.
- C. Differentiate and apply active and passive voice to convey a desired effect in speaking and writing.

11.LU.2 Mechanics

- A. Use commas, semi-colons, and colons correctly in complex sentences in writing.
- B. Write and edit work so that it conforms to the guidelines in style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- C. Spell correctly, consulting reference materials to check as needed.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands

<p>Select an Engaging Discussion Protocol <i>11.DSR.B – Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band.</i></p>	<ul style="list-style-type: none"> • Use the Quantitative and Qualitative Analysis chart for determining text complexity (Appendix of the 2024 <i>English Standards of Learning</i>- p.105). 	<ul style="list-style-type: none"> • Choose grade-level appropriate discussion protocols for students to engage in throughout the year when responding to texts. • Consider various communication protocols to match the thematic units and styles/formats of texts.
<p>Demands of the Strand* <i>11.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</i></p>	<ul style="list-style-type: none"> • How will the teacher help students develop effective communication skills to share ideas and articulate personal viewpoints with appropriate tone and delivery? • How will the teacher support students responding to texts in both informal and formal discussions or presentations? 	<ul style="list-style-type: none"> • Facilitate multiple opportunities for students to practice various discussion protocols, working towards longer presentations. • Explicitly teach or review various modes and purposes for presentations. <ul style="list-style-type: none"> ○ Guide students on synthesizing multiple streams of information to match the presentation’s purpose. • Explicitly teach and bring awareness of nonverbal cues and their impact on speaking and presenting ideas (<i>11.C.2Aiii</i>). • *Provide scaffolded assistance as needed.

<p>Connect to Previously Read/Related Text to Build Knowledge + Vocabulary Understanding <i>11.DSR.D – Regularly engage in reading (independently, with peers, or with modest support) a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> • How will new learning connect to previously learned skills and/or concepts? • How will students build background knowledge or context to understand the text? 	<ul style="list-style-type: none"> • Connect new learning to media messages published in print, video, or audio that students are exposed to in school or their personal lives. • Use media messages associated with previously read literary or informational text or research students have done. • Have students identify the target audience of a previously read text to determine the best methods of communicating with that audience.
<p>Skills in Practice <i>11.DSR.C – When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evident is located.</i></p>	<ul style="list-style-type: none"> • How will teachers model application of the selected skills and standards? • How will students show knowledge of the selected skills and standards? 	<ul style="list-style-type: none"> • Provide ongoing opportunities for students to practice using academic, content-specific, and newly learned vocabulary words while reading, writing, and discussing concepts from texts (<i>11.RV.1A, 11.RV.1G</i>). <ul style="list-style-type: none"> ○ Facilitate discussions in response to reading for students to explain what is meant by an author’s language use (diction, figurative language, allusions, etc.) and how it impacts the meaning and tone of a text (<i>11.RV.1G</i>). • Apply a reading strategy to critique a play or drama to evaluate how dramatic conventions contribute to the theme and effect of (<i>11.RL.1D</i>). <ul style="list-style-type: none"> ○ While reading, discuss how these conventions and literary devices contribute to the meaning of

11.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.

- the text, character development, conflicts, and theme (11.RL.2C).
- Compare modern media messages to traditional or early American texts (e.g., speeches) in regard to intent, content, effectiveness, and impact (11.C.4C).
 - Critique how the media message and the play/drama reached the targeted audience and purpose (11.C.4B).
- Participate in whole-group discussion (e.g., Socratic Seminar) to compare and explain the relationship between early American texts to more contemporary texts—guide students to note the form, theme, writing styles, and how the author’s viewpoints are similar or different (11.RL.3B).
 - Reflect on and evaluate individual role in small-group activities assessing communication skills, participation levels, and contributions (11.C.1A*vi*).
- Model using textual evidence to plan, organize, and develop a topic using significant facts, concrete details, and other information from multiple sources (11.W.1A*iii*).
 - Call attention to the organizational structure of a writing model to guide students on employing logical frameworks (chronological order, cause and effect, problem-solution, or comparison and contrast).
 - Deliver a writing and oral persuasive message (whole-class or small-group) using rhetorical

		<p>techniques (e.g., ethos, pathos, and logos), repetition, and figurative language (<i>11.C.2Aiv</i>).</p> <ul style="list-style-type: none">▪ Students should identify a writer’s thesis and position in an exemplar text before composing their own thesis to clearly communicate their positions in response to a text (<i>11.W.2Ai</i>).▪ Appropriately use transitional phrases and devices to signal shifts between ideas. <ul style="list-style-type: none">• Interpret and complete applications for employment or college admission, determining the audience and purpose of the documents or essays (<i>11.RI.1A</i>).• Respond to the applications for potential occupational/educational opportunities by writing well-organized and developed pieces that match the audience and purpose using intentional and precise word choice (<i>11.W.1C, 11.W.2Av</i>).
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Connections	
Sample Text Set	Disciplinary Connections
<p>Theme: <i>Economic Security and Independence</i> Literary nonfiction (Speech): “Second Bill of Rights” (1944)—Franklin D. Roosevelt Literary nonfiction (Speech): “Remarks on Housing and the Economy”—Barack Obama (2009) Literary (Play): A Raisin in the Sun — Lorraine Hansberry Informational (Technical): Lease Agreement/Homeowner’s Insurance Sample</p> <p>Theme: <i>Opportunity Costs</i> Literary (Play): <i>Death of a Salesman</i> — Arthur Miller Literary (Poem): <i>The Times They Are A -Changin</i> — Bob Dylan Informational (Technical): Nasdaq Market Tracker from Sales Tracking Literary nonfiction (Speech): “Agony and the Sweat” William Faulkner’s 1950 Nobel Prize for Literature</p> <p>Theme: <i>Down to Earth</i> Informational: “Silent Spring” -Rachel Carson Literary (Play): <i>The Cherry Orchard</i> –Anton Chekhov Informational (Speech): “An Inconvenient Truth” -- Al Gore</p>	<ul style="list-style-type: none"> • Have students create and present multimodal presentations that incorporate various disciplinary texts (historical primary sources, scientific studies, art, etc.). <ul style="list-style-type: none"> ○ This is an opportunity to analyze various texts across disciplines to compare their formats, style, word choice, and other similar/different characteristics or author’s choices. • Throughout the secondary sciences students communicate scientific and/or technical information about phenomena and/or a design process in multiple formats (<i>BIO.1, LS.1, PS.1, C1, ES.1, PH.1</i>). • In Virginia and United States History (VUS), students will investigate and evaluate of the fundamental political principles, events, people, and ideas that developed and fostered our American identity and led to our country’s prominence in world affairs and will need to communicate these principles orally through a variety of modalities—including in their writing. • Visual Arts connection: Refine presentation skills as they present and exhibit works of art as part of the artistic process, including selecting and preparing works and writing supporting documentation and reflective statements (<i>All.2.d</i>).

RESEARCH | GRADE 11 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 11 Research standards, review:

- [Progression Chart-Research](#)

- [Grades 9-12 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Research in the 2024 English *Standards of Learning*.

- [LINK- Grade 11 Understanding the Standards- Research](#)

Teacher's Note:

- Use the Grade 11 Understanding the Standards.
- At Grade 11, students will apply research techniques to synthesize information from primary and secondary sources.
- Students will evaluate the validity and authenticity of sources and apply research techniques to quote, summarize, paraphrase, and embed findings.
- Ensure students can accurately cite sources using either the MLA or APA style sheet and follow ethical and legal guidelines for gathering and using information.
- Encourage the development of research skills that are foundational to effective critical thinking and responsible use of information.
- Note that research should be integrated throughout the year and can be individual, collaborative and cross-curricular.
- Research products should vary from small, informative pieces to large, multimodal presentations throughout the academic year.
- Teach students how to embed information effectively into research products and collaborate with the librarian/media specialists throughout the research process.
- Make students aware of possible consequences of plagiarism in postsecondary education and the workplace and emphasize giving credit to all sources used when gathering information, including music, graphics, and another person's media.
- Enforce students demonstrating responsible use of the Internet, AI, and new technologies that develop over time.

Research

11.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-nine content, texts, and areas prompted by student interest.

11.R.1 Evaluation and Synthesis of Information

- A. Formulate and revise questions about a research topic broadening or narrowing the inquiry as necessary.

- B. Gather and organize information from various sources.
- C. Objectively evaluate primary and secondary sources for their credibility, reliability, accuracy, usefulness, and limitations. That includes identifying their main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.
- D. Synthesize multiple streams of evidence to support claims and acknowledge counterclaims.
- E. Create research products aligned with the demands of the reading and writing standards.
- F. Cite primary and secondary sources for quoted and paraphrased ideas using a standard method of documentation such as the Modern Language Association (MLA) or American Psychological Association (APA).
- G. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
- H. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Select a Purpose for Research <i>11.DSR.B – Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 11-12 band.</i></p>	<ul style="list-style-type: none"> • Use the Quantitative and Qualitative Analysis chart for determining text complexity (Appendix of the 2024 <i>English Standards of Learning</i>- p.105). 	<ul style="list-style-type: none"> • Strategically select a variety of conceptually related texts on selected topics prompted by student interest and Grade 11 content to develop informed perspectives. • Select texts that allow students to evaluate for credibility, reliability, accuracy, usefulness, and limitations, identifying main points, points of view, conflicting information, and any misconceptions or biases (<i>11.R.1C</i>). <ul style="list-style-type: none"> ○ Choose a variety of literary, informational, scientific, or historical texts to analyze how different writers approach similar topics (although they may reach similar/different conclusions) and evaluate the relative effectiveness of each approach (<i>11.RI.3A</i>).

<p>Connect to Previously Read/Related Text to Build Knowledge + Vocabulary Understanding <i>11.DSR.D – Regularly engage in reading (independently, with peers, or with modest support) a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> • How does this reading instruction connect to previously instructed reading/texts? • How will teachers help students gain background knowledge or context to understand the informational text? 	<ul style="list-style-type: none"> • Create research assignments that align with the thematic unit/concepts and reading and writing standards chosen for this unit (11.R.1E). • Use research to gain background knowledge on the influence of the historical and cultural context on traditional American literature compared to more contemporary works (11.R.1B). • Write to analyze how the author’s viewpoints reflect larger historical, social, or cultural contexts, giving students the opportunity to explore the contexts and gain background knowledge (11.RL.3C, 11.W.Bii, 11.W.Biii).
<p>Skills in Practice <i>11.DSR.C – When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evident is located.</i></p>	<ul style="list-style-type: none"> • How will teachers model application of the selected skills and standards? • How will students show understanding of the research process and present their findings? 	<ul style="list-style-type: none"> • Model how to respond to texts through discussion and/or writing by accurately quoting or paraphrasing textual evidence and research (11.DSR.C, 11.R.1D). • Choose an excerpt to model how to objectively evaluate sources by analyzing how the main ideas, key claims, author’s perspective and point of view, and underlying biases may have influenced the content. <ul style="list-style-type: none"> ○ Evaluate effectiveness of the presentations (sample texts) including how the topic was introduced, organized, and the strengths or weaknesses in the argument using textual evidence (11.C.2vi.). ○ Organize claims, counterclaims, and textual evidence in a logical sequence that shows how the

<p>11.DSR.E – Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text.</p>		<p>evidence supports the student’s point of view (11.W.1Biv).</p> <ul style="list-style-type: none"> • While reading, analyze key terms and concepts in historical, scientific, technical, and employment texts to clarify meaning (11.RI.2B). • Model how to plan and draft writing to explain the impact of the historical/cultural context on the style and point of view of texts that represent diverse voices and perspectives (11.RL.3).
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Connections	
Sample Text Set	Disciplinary Connections
<p>Theme: Struggle and Resilience Informational: Preamble to the Constitution Literary (Poem): <i>Star Spangled Banner</i> — Francis Scott Key Literary nonfiction: <i>What to the Slave is the Fourth of July?</i>—Frederick Douglass Informational (Technical): “The Federalist Papers” — Alexander Hamilton</p> <p>Theme: Perspectives on War Informational: “Highlighting History: How “Tet” Began the End of Vietnam” (ATOS: 8.01) from the U.S. Department of Defense Literary nonfiction: “Vietnam War: 6 Personal Essays Describe the Sting of a Tragic Conflict”—USA Today Literary (Poem): <i>Dulce et Decorum Est</i>—Wilfred Owen Literary: <i>The Things They Carried</i> — Tim O’Brien Literary (Poem): <i>Vietnamese Kiss</i> — Ocean Vuong</p>	<ul style="list-style-type: none"> • Students will utilize research and analyze diverse artists, art styles, and cultures that inspire personal works of art (AIII.6.c) to examine the historical and cultural influences on art and literature. • The sample text sets may require significant historical background knowledge and context for students. • Make and revise research questions related to the creation, purpose, intended audience, and impact of key primary sources, historical and political documents, and scientific or technical texts. <ul style="list-style-type: none"> ○ Synthesizing information from multiple sources, critique the influence of these texts on literature and society-at-large. ○ Write to explain the historical/cultural context on the style and point of view of texts that represent diverse voices and perspectives that may have been underrepresented in scientific studies or historical texts.

Theme: *Defying Traditional Norms*

Literary: *Their Eyes Were Watching God* — Zora Neale Hurston

Informational: “Craving Freedom, Japan’s Women Opt Out of Marriage” — Mokoto Rich (1290L)

Literary (Poem): *The Greatest Lesson a woman Should Learn* — Rupi Kaur

Literary nonfiction (Speech): “Testimony Before the Senate Hearings on the Equal Rights Amendment”— Gloria Steinem (1170L)

- Paraphrase evidence from scientific texts (e.g., data and research findings) to support arguments or counterarguments.

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