

Main Criteria: Introduction to Public Speaking

Secondary Criteria: Virginia Standards of Learning

Subject: Language Arts

Grade: 11

Introduction to Public Speaking

Week 01: Memory and Delivery Techniques; Deliver Speech from KWO, p. 9-16

Virginia Standards of Learning

Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
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INDICATOR / STANDARD	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 to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
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INDICATOR / STANDARD	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).
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INDICATOR / STANDARD	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).
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INDICATOR / STANDARD	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).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
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INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis
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INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
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INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
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INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC	Reading Informational Text	
STANDARD / STRAND	11.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	11.RI.1.	Key Ideas and Confirming Details

INDICATOR	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.
STRAND / TOPIC	Reading Informational Text	
STANDARD / STRAND	11.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	11.RI.2.	Craft and Style

INDICATOR	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.
STRAND / TOPIC	Writing	
STANDARD / STRAND	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.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing

INDICATOR	D.	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.).
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	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.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration

INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	iv.	Summarizing points of agreement and disagreement.
STRAND / TOPIC	Communications and Multimodal Literacies	

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	i.	Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
PROGRESS INDICATOR	ii.	Choosing diction and tone appropriate to the topic, audience, and purpose.
PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.
PROGRESS INDICATOR	iv.	Utilizing rhetorical techniques (e.g., ethos, pathos, and logos), repetition, and figurative language to deliver a message.
PROGRESS INDICATOR	vi.	Evaluating the content and effectiveness of presentations; that includes the introduction, organization, strengths/weaknesses in evidence and reasoning, and conclusion.

Week 02: Speaker Evaluation Techniques; Structure of a Basic Speech, p. 17-28

Virginia Standards of Learning

Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
INDICATOR / STANDARD	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 to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).
INDICATOR / STANDARD	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).

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	i.	Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
PROGRESS INDICATOR	ii.	Choosing diction and tone appropriate to the topic, audience, and purpose.
PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.
PROGRESS INDICATOR	vi.	Evaluating the content and effectiveness of presentations; that includes the introduction, organization, strengths/weaknesses in evidence and reasoning, and conclusion.

Week 03: The Body of a Speech, p. 29-42

Virginia Standards of Learning

Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
INDICATOR / STANDARD	A.	Read a variety of grade-level complex texts 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).
INDICATOR / STANDARD	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 to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
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INDICATOR / STANDARD	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).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	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.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write analyses that:
PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgments.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	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.
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INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	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.
INDICATOR	D.	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.).

STRAND / TOPIC

Writing

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Effectively contextualizing evidence from sources with proper introduction and thorough explanation.
PROGRESS INDICATOR	iv.	Applying varied transitions and sentence structures to connect ideas within and across paragraphs.
PROGRESS INDICATOR	v.	Elaborating ideas clearly through purposeful and precise word choice.

STRAND / TOPIC

Writing

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.LU.2.	Mechanics

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	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.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
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PROGRESS INDICATOR	iv.	Summarizing points of agreement and disagreement.
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STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	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.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	i.	Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
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PROGRESS INDICATOR	ii.	Choosing diction and tone appropriate to the topic, audience, and purpose.
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PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.
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PROGRESS INDICATOR	vi.	Evaluating the content and effectiveness of presentations; that includes the introduction, organization, strengths/weaknesses in evidence and reasoning, and conclusion.
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Week 04: The Introduction and Conclusion of a Speech, p. 43-50

Virginia Standards of Learning

Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	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.

INDICATOR / STANDARD	A.	Read a variety of grade-level complex texts 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).
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INDICATOR / STANDARD	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).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
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INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Writing

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing

INDICATOR	A.	Write extended pieces that:
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PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
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PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
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PROGRESS INDICATOR	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.
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PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
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STRAND / TOPIC

Writing

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing

INDICATOR	B.	Write analyses that:
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PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgments.
STRAND / TOPIC		Writing
STANDARD / STRAND	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.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	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.
INDICATOR	D.	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.).
STRAND / TOPIC		Writing
STANDARD / STRAND	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.
INDICATOR / STANDARD	11.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Effectively contextualizing evidence from sources with proper introduction and thorough explanation.
PROGRESS INDICATOR	iv.	Applying varied transitions and sentence structures to connect ideas within and across paragraphs.
PROGRESS INDICATOR	v.	Elaborating ideas clearly through purposeful and precise word choice.
STRAND / TOPIC		Writing
STANDARD / STRAND	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.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

**STRAND /
TOPIC****Language Usage**

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.LU.2.	Mechanics

INDICATOR C. Spell correctly, consulting reference materials to check as needed.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:

PROGRESS INDICATOR i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR iv. Summarizing points of agreement and disagreement.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR i. Selecting the modes and purposes for presentations and synthesizing multiple streams of information.

PROGRESS INDICATOR ii. Choosing diction and tone appropriate to the topic, audience, and purpose.

PROGRESS INDICATOR iii. Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

PROGRESS INDICATOR vi. Evaluating the content and effectiveness of presentations; that includes the introduction, organization, strengths/weaknesses in evidence and reasoning, and conclusion.

Week 05: Narrative Speech, p. 51-62

STRAND / TOPIC **Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	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.
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INDICATOR / STANDARD	A.	Read a variety of grade-level complex texts 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).
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STRAND / TOPIC **Reading and Vocabulary**

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INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
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INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC **Reading Literary Text**

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.RL.3.	Integration of Concepts

INDICATOR	B.	Relate themes, patterns of events, or character types from myths, traditional stories, or religious works to contemporary stories, poems, or drama.
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STRAND / TOPIC **Writing**

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
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PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
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PROGRESS INDICATOR	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.
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PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
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INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
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INDICATOR	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.
INDICATOR	D.	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.).
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INDICATOR / STANDARD	11.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Effectively contextualizing evidence from sources with proper introduction and thorough explanation.
PROGRESS INDICATOR	iv.	Applying varied transitions and sentence structures to connect ideas within and across paragraphs.
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**STRAND /
TOPIC****Writing**

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics

INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
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INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.
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**STRAND /
TOPIC****Language Usage**

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INDICATOR / STANDARD	11.LU.2.	Mechanics

INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.
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**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
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PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
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**STRAND /
TOPIC****Communications and Multimodal Literacies**

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PROGRESS INDICATOR	i.	Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
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PROGRESS INDICATOR	ii.	Choosing diction and tone appropriate to the topic, audience, and purpose.
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PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.
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PROGRESS INDICATOR	iv.	Utilizing rhetorical techniques (e.g., ethos, pathos, and logos), repetition, and figurative language to deliver a message.
PROGRESS INDICATOR	vi.	Evaluating the content and effectiveness of presentations; that includes the introduction, organization, strengths/weaknesses in evidence and reasoning, and conclusion.

STRAND / TOPIC

Research

STANDARD / STRAND	11.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eleven content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	11.R.1.	Evaluation and Synthesis of Information

INDICATOR	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).
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Week 06: Two Primary Speech Goals, p. 63-66

Virginia Standards of Learning

Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC

Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	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.
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INDICATOR / STANDARD	A.	Read a variety of grade-level complex texts 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).
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STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Writing

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	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.
INDICATOR / STANDARD	A.	Read a variety of grade-level complex texts 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).
INDICATOR / STANDARD	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).

**STRAND /
TOPIC****Reading and Vocabulary**

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND /
TOPIC****Reading Literary Text**

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.RL.3.	Integration of Concepts
INDICATOR	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.

**STRAND /
TOPIC****Reading Informational Text**

STANDARD / STRAND	11.RI.	The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.
INDICATOR / STANDARD	11.RI.1.	Key Ideas and Confirming Details
INDICATOR	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.

**STRAND /
TOPIC****Writing**

STANDARD / STRAND	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.
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INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	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.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

STRAND / TOPIC

Writing

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write analyses that:
PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgments.
PROGRESS INDICATOR	ii.	Interpret and investigate evidence from various sources and texts to draw reasonable conclusions that support the writer's position or assertion.
PROGRESS INDICATOR	iii.	Examine and evaluate processes and/or problems to propose solutions.

STRAND / TOPIC

Writing

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	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.
INDICATOR	D.	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.).

STRAND / TOPIC

Writing

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Effectively contextualizing evidence from sources with proper introduction and thorough explanation.
PROGRESS INDICATOR	iv.	Applying varied transitions and sentence structures to connect ideas within and across paragraphs.
PROGRESS INDICATOR	v.	Elaborating ideas clearly through purposeful and precise word choice.

STRAND / TOPIC

Writing

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.
INDICATOR	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.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iv.	Summarizing points of agreement and disagreement.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	i.	Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
PROGRESS INDICATOR	ii.	Choosing diction and tone appropriate to the topic, audience, and purpose.
PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.
PROGRESS INDICATOR	iv.	Utilizing rhetorical techniques (e.g., ethos, pathos, and logos), repetition, and figurative language to deliver a message.
PROGRESS INDICATOR	vi.	Evaluating the content and effectiveness of presentations; that includes the introduction, organization, strengths/weaknesses in evidence and reasoning, and conclusion.

**STRAND /
TOPIC****Research**

STANDARD / STRAND	11.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eleven content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	11.R.1.	Evaluation and Synthesis of Information
INDICATOR	B.	Gather and organize information from various sources.
INDICATOR	E.	Create research products aligned with the demands of the reading and writing standards.
INDICATOR	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).

Week 08: Three Modes of Persuasion, p. 79-82

Virginia Standards of Learning**Language Arts**

Grade 11 - Adopted: 2024

**STRAND /
TOPIC****Developing Skilled Readers and Building Reading Stamina**

STANDARD / STRAND	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.
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**STRAND /
TOPIC****Writing**

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics

INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.
INDICATOR	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.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iv.	Summarizing points of agreement and disagreement.

**STRAND /
TOPIC****Communications and Multimodal Literacies**

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	ii.	Choosing diction and tone appropriate to the topic, audience, and purpose.
PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.
PROGRESS INDICATOR	vi.	Evaluating the content and effectiveness of presentations; that includes the introduction, organization, strengths/weaknesses in evidence and reasoning, and conclusion.

**STRAND /
TOPIC****Research**

STANDARD / STRAND	11.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eleven content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	11.R.1.	Evaluation and Synthesis of Information

PROGRESS INDICATOR	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.
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PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
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STRAND / TOPIC

Writing

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write analyses that:

PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgments.
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PROGRESS INDICATOR	ii.	Interpret and investigate evidence from various sources and texts to draw reasonable conclusions that support the writer's position or assertion.
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PROGRESS INDICATOR	iii.	Examine and evaluate processes and/or problems to propose solutions.
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PROGRESS INDICATOR	iv.	Organize claims, counterclaims, and evidence in a sustained and logical sequence that explains how the credible evidence supports well-defined points of view.
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STRAND / TOPIC

Writing

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing

INDICATOR	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.
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INDICATOR	D.	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.).
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STRAND / TOPIC

Writing

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
PROGRESS INDICATOR	iii.	Effectively contextualizing evidence from sources with proper introduction and thorough explanation.
PROGRESS INDICATOR	iv.	Applying varied transitions and sentence structures to connect ideas within and across paragraphs.
PROGRESS INDICATOR	v.	Elaborating ideas clearly through purposeful and precise word choice.

STRAND / TOPIC

Writing

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.W.3.	Usage and Mechanics
INDICATOR	A.	Revise writing for clarity of content, accuracy, and depth of information.
INDICATOR	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.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in post-secondary education.

STRAND / TOPIC

Language Usage

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.LU.2.	Mechanics
INDICATOR	C.	Spell correctly, consulting reference materials to check as needed.

STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR	iv.	Summarizing points of agreement and disagreement.
STRAND / TOPIC	Communications and Multimodal Literacies	
STANDARD / STRAND	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.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.

Week 11: Impromptu Speech, p. 99-110

Virginia Standards of Learning

Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC	Developing Skilled Readers and Building Reading Stamina	
STANDARD / STRAND	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.
INDICATOR / STANDARD	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).
STRAND / TOPIC	Reading and Vocabulary	
STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	E.	Explain and analyze idiomatic language in context.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
STRAND / TOPIC	Reading Literary Text	
STANDARD / STRAND	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.
INDICATOR / STANDARD	11.RL.2.	Craft and Style

INDICATOR	B.	Evaluate how authors use specific word choices, syntax, tone, and voice to convey the author's intent and viewpoint.
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STRAND / TOPIC

Reading Literary Text

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.RL.3.	Integration of Concepts

INDICATOR	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.
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INDICATOR	C.	Analyze how authors' attitudes, viewpoints, and beliefs reflect larger historical, social, or cultural contexts.
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STRAND / TOPIC

Writing

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	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.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
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STRAND / TOPIC

Communications and Multimodal Literacies

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR	i.	Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
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PROGRESS INDICATOR	ii.	Choosing diction and tone appropriate to the topic, audience, and purpose.
PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.
PROGRESS INDICATOR	iv.	Utilizing rhetorical techniques (e.g., ethos, pathos, and logos), repetition, and figurative language to deliver a message.
PROGRESS INDICATOR	vi.	Evaluating the content and effectiveness of presentations; that includes the introduction, organization, strengths/weaknesses in evidence and reasoning, and conclusion.

STRAND / TOPIC

Research

STANDARD / STRAND	11.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eleven content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	11.R.1.	Evaluation and Synthesis of Information

INDICATOR	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).
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Week 12: Various Speech Opportunities, p. 110-119

Virginia Standards of Learning

Language Arts

Grade 11 - Adopted: 2024

STRAND / TOPIC

Reading and Vocabulary

STANDARD / STRAND	11.RV.	The student will systematically build vocabulary and word knowledge based on grade eleven content and texts.
INDICATOR / STANDARD	11.RV.1.	Vocabulary Development and Word Analysis

INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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STRAND / TOPIC

Writing

STANDARD / STRAND	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.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
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PROGRESS INDICATOR	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.
STRAND / TOPIC		Writing
STANDARD / STRAND	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.
INDICATOR / STANDARD	11.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write analyses that:
PROGRESS INDICATOR	i.	Develop a thesis that demonstrates knowledgeable judgments.
STRAND / TOPIC		Writing
STANDARD / STRAND	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.
INDICATOR / STANDARD	11.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	i.	Composing a thesis statement that clearly communicates the writer's position or assertion.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	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.
INDICATOR / STANDARD	11.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade eleven topics and texts. This includes:
PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iv.	Summarizing points of agreement and disagreement.
STRAND / TOPIC		Communications and Multimodal Literacies
STANDARD / STRAND	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.
INDICATOR / STANDARD	11.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	i.	Selecting the modes and purposes for presentations and synthesizing multiple streams of information.

PROGRESS INDICATOR	ii.	Choosing diction and tone appropriate to the topic, audience, and purpose.
PROGRESS INDICATOR	iii.	Using a variety of active listening and speaking strategies, with awareness of intent and impact of verbal and nonverbal cues.
PROGRESS INDICATOR	iv.	Utilizing rhetorical techniques (e.g., ethos, pathos, and logos), repetition, and figurative language to deliver a message.
PROGRESS INDICATOR	v.	Anticipating and addressing alternative or opposing perspectives and counterclaims using counter arguments and rebuttals, as appropriate.
PROGRESS INDICATOR	vi.	Evaluating the content and effectiveness of presentations; that includes the introduction, organization, strengths/weaknesses in evidence and reasoning, and conclusion.

STRAND / TOPIC

Research

STANDARD / STRAND	11.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-eleven content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	11.R.1.	Evaluation and Synthesis of Information

INDICATOR	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).
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