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| **PVREC Consortium (Dexter, Hagerman, Lake Arthur, and Loving)** | | | | |
| **11th Grade Pacing Guide – Common Core Standards** | | | | |
| **3rd Nine Weeks** | | | | |
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| **STRAND** | **STANDARD** | **CTE STANDARDS** | **RESOURCE** | **ASSESSMENT** |
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| Reading Literature/Informational  Text | RL 11-12 1. . Cite strong and thorough textual evidence to support analysis of what the text  says explicitly as well as inferences drawn from the text, including determining  where the text leaves matters uncertain. (Fiction, Rhetorical, Propaganda)  RI 11-12: 1. Cite strong and thorough textual evidence to support analysis of what the text  says explicitly as well as inferences drawn from the text, including determining  where the text leaves matters uncertain.  RI 11-12 : 2. Determine two or more central ideas of a text and analyze their development  over the course of the text, including how they interact and build on one another  to provide a complex analysis; provide an objective summary of the text. (Court Case, Articles, Journals)  RI 11-12: 5 Analyze and evaluate the effectiveness of the structure an author uses in his or  her exposition or argument, including whether the structure makes points clear,  convincing, and engaging.  RI 11-12: 6. Determine an author’s point of view or purpose in a text in which the rhetoric is  particularly effective, analyzing how style and content contribute to the power,  persuasiveness, or beauty of the text. (Advertisements, closing statements)  RI 11-12 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (Teacher-Tube, Commercials, editorials)  RI 11-12 8. Delineate and evaluate the reasoning in seminal U.S. texts, including the  application of constitutional principles and use of legal reasoning (e.g., in U.S.  Supreme Court majority opinions and dissents) and the premises, purposes,  and arguments in works of public advocacy (*The Federalist,* presidential  addresses).(Non-Fiction, Historical Documents, Auto/Biographies, Media print) |  | **High Schools that Work: Literacy Across the Curriculum**  **Literacy Plan**  **Step Up to Writing Curriculum**  **Novel List**  **Library Step Up to Writing Curriculum**  **Text book**  **Internet**  **Library** | Summative  Formative  Act  Formal |
| Writing | W 11-12:1. Write arguments to support claims in an analysis of substantive topics or texts,  using valid reasoning and relevant and sufficient evidence.  W 11-12:2. Write informative/explanatory texts to examine and convey complex ideas,  concepts, and information clearly and accurately through the effective selection,  organization, and analysis of content.  W 11-12: 6. Use technology, including the Internet, to produce, publish, and update  individual or shared writing products in response to ongoing feedback,  including new arguments or information.  W 11-12: 7. Conduct short as well as more sustained research projects to answer a question  (including a self-generated question) or solve a problem; narrow or broaden  the inquiry when appropriate; synthesize multiple sources on the subject,  demonstrating understanding of the subject under investigation.  W 11-12 :8. Gather relevant information from multiple authoritative print and digital sources,  using advanced searches effectively; assess the strengths and limitations of  each source in terms of the task, purpose, and audience; integrate information  into the text selectively to maintain the flow of ideas, avoiding plagiarism and  overreliance on any one source and following a standard format for citation. (Historical Documents, Auto/Biographies) |  |  |  |
| Speaking and Listening | SL 11-12 2. Integrate multiple sources of information presented in diverse formats and  media (e.g., visually, quantitatively, orally) in order to  make informed decisions  and solve problems, evaluating the credibility and accuracy of each source and  noting any discrepancies among the data. (Political Speech, Commercial Media, Poetry)  SL 11-12: 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric,  identifying any fallacious reasoning or exaggerated or distorted evidence. |  |  |  |
| Language | L 11-12: 6. Acquire and use accurately general academic and domain-specific words and  phrases, sufficient for reading, writing, speaking, and listening at the college  and career readiness level; demonstrate independence in gathering vocabulary  knowledge when considering a word or phrase important to comprehension or  expression. |  |  |  |