

Virginia, Grade 11

Virginia Strand/Standard	Focus of Virginia Standard	For More Information
Communication		
11.1	Make informative and persuasive presentations	
	<ul style="list-style-type: none"> Gather and organize evidence to support a position; present evidence clearly and convincingly 	SL4 pp. 156–161
	<ul style="list-style-type: none"> Use grammatically correct language appropriate to the audience and purpose 	SL6 pp. 168–173
	<ul style="list-style-type: none"> Use presentation technology 	SL5 pp. 162–167
	<ul style="list-style-type: none"> Collaborate and report on group learning activities 	SL1 pp. 138–143
11.2	Examine how media influences beliefs and behaviors	
	<ul style="list-style-type: none"> Use technology and other information tools to organize and display knowledge 	SL5 pp. 162–167
	<ul style="list-style-type: none"> Evaluate sources for relationships between intent, factual content, and opinion; determine author's purpose and intended effect on the audience 	SL2 pp. 144–149
Reading		
11.3	Apply knowledge of word origins, derivations, and figurative language to extend vocabulary development	
	<ul style="list-style-type: none"> Use structural analysis to understand complex words 	L3 pp. 190–195
	<ul style="list-style-type: none"> Use context, structure, and connotations to determine word meaning 	L4 pp. 196–201
	<ul style="list-style-type: none"> Discriminate between connotative and denotative meanings; identify the meaning of idioms; identify allusions and figurative language 	L5 pp. 202–207
	<ul style="list-style-type: none"> Expand general and specialized vocabulary through speaking, reading, and writing 	L6 pp. 208–213
11.4	Read, comprehend, and analyze relationships among American literature, history, and culture	
	<ul style="list-style-type: none"> Describe contributions of different cultures to American literature; discuss American literature as it reflects traditional and contemporary themes 	R9 pp. 54–59
	<ul style="list-style-type: none"> Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose 	R4 pp. 24–29 R5 pp. 30–35
	<ul style="list-style-type: none"> Generate and respond to questions before, during, and after reading texts 	R1 pp. 6–11 R2 pp. 12–17
11.5	Read and analyze a variety of nonfiction texts	
	<ul style="list-style-type: none"> Draw conclusions and make inferences on explicit and implied information using textual support 	R1 pp. 6–11
	<ul style="list-style-type: none"> Generate and respond to questions before, during, and after reading texts 	R1 pp. 6–11 R2 pp. 12–17
	<ul style="list-style-type: none"> Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions 	R6 pp. 36–41
Writing		
11.6	Write in a variety of forms with an emphasis on persuasion	
	<ul style="list-style-type: none"> Generate, gather, organize ideas; plan and organize writing; adapt content, vocabulary, voice, and tone to audience, purpose, and situation 	W4 pp. 92–97
	<ul style="list-style-type: none"> Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions 	W1 pp. 70–77
	<ul style="list-style-type: none"> Revise writing for clarity of content, accuracy, and depth of information 	W5 pp. 98–103
	<ul style="list-style-type: none"> Use technology to plan, draft, revise, edit, and publish writing 	W6 pp. 104–109
11.7	Self- and peer-edit writing to correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing	
		L1 pp. 178–183 L2 pp. 184–189

(Continued)

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Research		
9.8	Analyze, evaluate, synthesize, and organize information to produce a research project	
	<ul style="list-style-type: none"> • Use technology as a tool to organize, evaluate, and communicate information 	W6 pp. 104–109
	<ul style="list-style-type: none"> • Present information in a logical sequence 	W4 pp. 92–97
	<ul style="list-style-type: none"> • Find, evaluate, and select sources; make sense of information gathered from diverse sources, identifying misconceptions, conflicting information, point of view or bias; credit sources; avoid plagiarism 	W8 pp. 116–121 SL2 pp. 144–149
	<ul style="list-style-type: none"> • Revise writing for clarity of content, accuracy, and depth 	W5 pp. 98–103
	<ul style="list-style-type: none"> • Edit writing for grammar, spelling, punctuation, capitalization, and sentence structure 	L1 pp. 178–183 L2 pp. 184–189