

Utah CORE Language Art Curriculum Standards Map

Grade Levels: 11th & 12th

Informational Text		September	October	November	December	January	February	March	April	May	Activities	Formative Assessment	Summative Assessment
		Timeline											
Anchor Standards	Standard												
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.	SWBAT identify the differences between what the author states directly and what is implied in a text. SWBAT supply strong and thorough evidence to support the author’s ideas and intentions, and be able to tell when there isn’t enough evidence to know for sure.										Close reading strategies/Reading responses/Reading groups/Small and large group discussion/Graphic Organizers	Unit quizzes/exams/journal responses/discussion	SAGE Reading Summative Assessment
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.	SWBAT identify two or more main themes or central ideas of a given text, explain how the central ideas are used to develop a complex analysis. Students will be able to provide an objective summary of a given informational text.										Close reading strategies/Reading responses/Reading groups/Small and large group discussion/Graphic Organizers	Unit quizzes/exams/journal responses/discussion	SAGE Reading Summative Assessment
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	SWBAT identify a complex set of ideas or sequence of events in a text, and be able to explain how specific ideas or events develop over the course of the text.										Close reading strategies/Reading responses/Reading groups/Small and large group discussion/Graphic Organizers	Unit quizzes/exams/journal responses/discussion	SAGE Reading Summative Assessment
4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	SWBAT identify figurative language in an informational text, including the connotative meanings of specific words, the technical meanings of words. SWBAT also identify allusions and explain how they affect the meaning and tone of an informational text.										Close reading strategies/Reading responses/Reading groups/Small and large group discussion/Graphic Organizers	Unit quizzes/exams/journal responses/discussion	SAGE Reading Summative Assessment
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.	SWBAT explore how an author builds a well-reasoned exposition or argument, and identify the structural elements that help make an argument convincing and strong, and/or the types of deficiencies that can weaken it.										Close reading strategies/Reading responses/Reading groups/Small and large group discussion/Graphic	Unit quizzes/exams/journal responses/discussion	SAGE Reading Summative Assessment

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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.	SWBAT identify how an author uses various techniques to represent a point of view, and explain how an author’s style contributes to the power, persuasiveness, or beauty of the text.										Close reading strategies/Reading responses/Reading groups/Small and large group discussion/Graphic Organizers	Unit quizzes/exams/journal responses/discussion	SAGE Reading Summative Assessment
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.	SWBAT bring together a variety of sources of information, such as texts, media, and use them to address a question or solve a problem.										Close reading strategies/Reading responses/Reading groups/Small and large group discussion/Graphic Organizers	Unit quizzes/exams/journal responses/discussion	SAGE Reading Summative Assessment
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 (e.g., The Federalist, presidential addresses).	Students will be able to outline and explain the reasoning in key U.S. texts, such as the Constitution and other official documents. SWBAT explain the reason such documents were written, and identify the purposes they were designed to achieve.										Close reading strategies/Reading responses/Reading groups/Small and large group discussion/Graphic Organizers	Unit quizzes/exams/journal responses/discussion	SAGE Reading Summative Assessment
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	SWBAT identify and explain the themes, purposes, literary and stylistic techniques used in the creation of various selected important historical U.S. documents.										Pre-reading activities/Close reading strategies/Reading responses/Reading groups/Small and large group discussion/Graphic Organizers	Unit quizzes/exams/journal responses/discussion	SAGE Reading Summative Assessment
10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of	SWBAT read and understand highly complex non-fiction and informational texts independently and proficiently, at or above the complexity band for their grade level.										Units in <i>Collections</i> and <i>Literature</i> textbooks, teacher-generated text sets, and texts selected by curriculum	Unit quizzes/exams/journal responses/discussion	Essay or final exam

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grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.											development group		