

Utah CORE Language Art Curriculum Standards Map

Grade Levels: 11th & 12th

Reading Literature		September	October	November	December	January	February	March	April	May	Activities	Formative Assessment	Summative Assessment
Anchor Standards	Standard	Timeline											
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 and explain how textual evidence supports what the author states directly and implies, along with what is left unsaid. Students will determine if there is enough supporting evidence in what the text says, and know what its limitations are.										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 themes or 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 produce a complex account; provide an objective summary of the text.	SWBAT identify the main themes or central ideas of multiple texts, explain how multiple themes are used to develop complexity in writing. SWBAT compare, contrast, and summarize such texts and themes.										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 the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set, how the action is ordered, how the characters are introduced and developed).	SWBAT explain how and why a literature text's author makes certain choices regarding setting, plot development, and character interaction, in order to further a story or drama.										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 the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors).	SWBAT identify figurative language in a variety of texts, including the writings of Shakespeare and other noteworthy authors. SWBAT identify connotative meanings of certain words in a text and identify how multiple words and phrases influence the meaning and tone of a story. Students will also be able to recognize and show support for the author's tone through multiple words and phrases in 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
5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin	SWBAT explore how an author uses structure and the timing of events to begin and end a story, and how those choices affect the overall impact of the story. SWBAT explain the different types of endings a										Close reading strategies/Reading responses/Reading groups/Small and	Unit quizzes/exams/journal	SAGE Reading Summative Assessment

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or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning, as well as its aesthetic impact.	story may have.										large group discussion/Graphic Organizers	responses/discussion	
6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, or understatement).	SWBAT identify examples of satire, sarcasm, irony, and understatement in a text, and explain their use.										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. Analyze multiple interpretations of a story, drama, or poem (e.g. recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist).	SWBAT compare and contrast at least two different interpretations or adaptations of the same work, and explain how each version interprets the source material.										Compare and contrast multiple interpretations of the same work. Possible texts: <i>Hamlet, The Tempest, The Crucible</i> and <i>Raisin in the Sun</i>	Unit quizzes/exams/journal responses/discussion	Essay or final exam
8. (Not applicable to literature)													
9. Demonstrate knowledge of 18 th , 19 th , and early 20th-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics	SWBAT recognize literary trends throughout American history (from the late 1700s to early 1900s), and be able to identify ways in which different authors represented and reflected the literary periods in which they lived. SWBAT compare and contrast two or more works from the same period.										Close reading strategies/Reading responses/Reading groups/Small and large group discussion/Graphic Organizers. Possible texts: <i>Huck Finn, The Scarlet Letter</i> , Puritan writings and exploration narratives, <i>The Great Gatsby; The Scarlett Letter</i> and <i>The Crucible</i> both cover Puritan themes	Unit quizzes/exams/journal responses/discussion	Essay or final exam
10. By the end of grades 11-12, read and comprehend literature, including stories, dramas, and poems, in the applicable	SWBAT read and understand highly complex literature independently and proficiently, at or above the complexity band for their grade level.										Units in <i>Collections and Literature</i> text books, various novels, texts,	Unit quizzes/exams/journal	Essay or final exam

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grade-level text complexity band proficiently, with scaffolding as needed at the high end of the range.											dramas and poems as selected by curriculum development group	responses/discussion	