

# Utah CORE Language Art Curriculum Standards Map

Grade Levels: 9<sup>th</sup> & 10<sup>th</sup>

<b>Reading Literature</b>		September	October	November	December	January	February	March	April	May			
<b>Anchor Standards</b>	<b>Standard</b>	<b>Timeline</b>									<b>Activities</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SWBAT identify and explain how textual evidence supports what the author states directly and implies. Students will determine if there is plenty of evidence and trusts the quality to support what the text says.										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 a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	SWBAT identify the theme or central idea of a text, explain how a theme is developed by specific details, and summarize a 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 how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	SWBAT explain how complex characters can have multiple or conflicting motivations while figuring out how characters change or develop over the course of a story while dealing with other characters and making the plot more interesting as the story continues										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 cumulative impact of	SWBAT identify figurative language in a text, connotative meanings of certain words in a text and identify how multiple words and phrases influence the meaning and tone of a story. Students can also pick out recognize and show support for the author's tone through multiple										Close reading strategies/ Reading responses	Unit quizzes/exams/ journal responses/ discussion	SAGE Reading Summative Assessment

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specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	words and phrases in the text.										/Reading groups/Small and large group discussion/ Graphic Organizers			
5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	SWBAT explore how an author uses structure, events, and time to create effects such as mystery, tension, or surprise.										Close reading strategies/ Reading responses /Reading groups/Small and large group discussion/ Graphic Organizers	Unit quizzes/exams/ journal responses/ discussion	SAGE Reading Summative Assessment	
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	SWBAT figure out and explain a particular point of view or cultural experience reflected in literature from outside the United States.										Close reading strategies/ Reading responses /Reading groups/Small and large group discussion/ Graphic Organizers Possible texts: Farewell to Manzanar/Odyssey/Night/Romeo and Juliet/Antigone/ Macbeth/House on Mango Street, etc.	Unit quizzes/exams/ journal responses/ discussion	SAGE Reading Summative Assessment	
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s	SWBAT compare and contrast a subject in two different artistic representations and identify what is similar and what is different between the two.										Compare and contrast literary texts with film or other media.	Unit quizzes/exams/ journal responses/ discussion	Essay or final exam	

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Landscape with the Fall of Icarus).													
8. (Not applicable to literature)													
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	SWBAT recognize references to other well-known works that the author uses throughout a text and explore how an author has recreated well-known texts into his own work.										Close reading strategies/ Reading responses /Reading groups/Small and large group discussion/ Graphic Organizers. Examples: Of Mice and Men/Poem; Odyssey/Greek Mythology	Unit quizzes/exams/ journal responses/ discussion	Essay or final exam
10. By the end of grades 9-10, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SWBAT read and understand highly complex literature independently and proficiently.										Units in <i>Collections</i> and <i>Literature</i> text books, various novels, texts, dramas and poems as selected by curriculum development group	Unit quizzes/exams/ journal responses/discussion	Essay or final exam