

Utah CORE Language Art Curriculum Standards Map

Grade Levels: 9th & 10th

Speaking & Listening		September	October	November	December	January	February	March	April	May	Activities	Formative Assessment	Summative Assessment
Anchor Standards	Standard	Timeline											
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	SWBAT participate in a variety of discussions, building on others’ ideas, while expressing ideas clearly and convincingly.										Variety of class discussion types and sizes including fishbowl, small group, pairs and whole class discussion	Monitoring of discussions with peer and teacher feedback	Monitoring of discussions with peer and teacher feedback
1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	SWBAT read and research multiple sources and use them in a thoughtful discussion.										Variety of class discussion types and sizes including fishbowl, small group, pairs and whole class discussion	Reading quizzes and responses/ Monitoring of discussions with peer and teacher feedback	Monitoring of discussions with peer and teacher feedback
1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	SWBAT work with peers to create rules and set clear goals for group discussions and decision making.										Develop class norms for discussion	Worksheet on class norms	Assessment of class discussion for consistency with norms
1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others	SWBAT ask questions and make comments that move the discussion to broader themes and ideas, actively include others in the discussion, and clarify, verify, or challenge ideas and conclusions presented in a discussion.										Pre-discussion activities Journals	Homework/Peer response sheets/ Self-evaluation/ Student evaluation of group	Assessment of class discussion for consistency with norms

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into the discussion; and clarify, verify, or challenge ideas and conclusions.												discussion	
1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	SWBAT respond thoughtfully to others' views and summarize points with which he/she agrees or disagrees and support his/her position in a discussion but can also make new connections based on evidence and others' reasoning.										Variety of class discussion types and sizes including fishbowl, small group, pairs and whole class discussion	Reading quizzes and responses/ Monitoring of discussions with peer and teacher feedback	Monitoring of discussions with peer and teacher feedback
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	SWBAT examine sources of information presented visually, orally, or in numbers and evaluate the credibility and accuracy of each source.										Research/ Source evaluation modeling and practice	Prepare a multi-media presentation	Deliver a multi-media presentation
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	SWBAT evaluate a speaker's position on an issue, evaluate whether or not a speaker's reasoning, evidence and language is exaggerated or false.										View speech and use graphic organizer to analyze	Prepare written summary using graphic organizer	SAGE Listening Summative Test
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	SWBAT give a presentation that shares information and includes findings and supporting evidence from my research, present information in a clear, concise and logical manner, and present information that is organized and developed in a style that fits the purpose, audience, and task.										Write argumentative essay	Preparing outline materials from written essay	Deliver oral presentation of an argumentative essay
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	SWBAT use digital media to present information to make it understandable and engaging.										Research/ Source evaluation modeling and practice	Prepare a multi-media presentation	Deliver a multi-media presentation
6. Adapt speech to a variety of contexts	SWBAT adapt the way he/she speaks to a variety of situations and										View and evaluate	Peer evaluation of speeches	Oral Presentations

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and tasks, demonstrating command of formal English when indicated or appropriate.	purposes, using correct English when needed.										different types of speeches		