

# Utah CORE Language Art Curriculum Standards Map

**Grade Levels: 11<sup>th</sup> & 12<sup>th</sup>**

<b>Writing</b>		September	October	November	December	January	February	March	April	May	<b>Activities</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>
		<b>Timeline</b>											
<b>Anchor Standards</b>	<b>Standard</b>												
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	SWBAT write a claim or argument and support it with reasons and evidence.										Write an argumentative essay utilizing multiple sources.	Brainstorm Pre-writing Outline Draft Review	Write an argument essay with at least three valid components that support the central argument.
1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	SWBAT write clear and well-founded claim(s) and distinguish the claim(s) from different or opposing claims. SWBAT organize claims, counterclaims, reasons, and evidence in a logical sequence.										Write an argumentative essay utilizing multiple sources.	Brainstorm Pre-writing Outline Draft Review	Write an argument essay with at least three valid components that support the central argument.
1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.	SWBAT provide specific evidence that supports both claim(s) and counterclaim(s) and be able to identify the pros and cons of each. SWBAT can provide evidence in a way that anticipates what the audience knows and believes about the issue.										Write an argumentative essay utilizing multiple sources.	Brainstorm Pre-writing Outline Draft Review	Write an argument essay with at least three valid components that support the central argument.
1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	SWBAT structure and vary words, phrases, and clauses in sentences to unify the text in a piece of writing.										Categories of transition modeling and practices.	Worksheet	Write an argument essay with at least three valid components that support the central argument.
1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SWBAT use formal words and language to write about an issue or topic.										Model and practice	Brainstorm Pre-writing Outline Draft Review	Write an argument essay with at least three valid components that support the

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1e. Provide a concluding statement or section that follows from and supports the argument presented.	SWBAT conclude a written essay or argument using a concluding statement that backs up the claims in the argument.										Model and practice	Brainstorm Pre-writing Outline Draft Review	Write an argument essay with at least three valid components that support the central argument.
2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	SWBAT write an essay that conveys complex ideas and information, and also write a clear and accurate essay through careful organization and analysis of the selected information.										Model and practice text set analysis.	Brainstorm Pre-writing Outline Draft Review	Write an informative/explanatory essay that is thoughtful and organized and that appropriately uses the text set.
2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	SWBAT select the most significant and relevant information for a topic. SWBAT develop the topic thoroughly through extended definitions, concrete details, quotations and other information appropriate to the audience's knowledge.										Model and practice	Brainstorm Pre-writing Outline Draft Review	Write an informative/explanatory essay that is thoughtful and organized and that appropriately uses the text set.
2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	SWBAT select the most significant and relevant information for a topic. SWBAT develop the topic thoroughly through extended definitions, concrete details, quotations and other information appropriate to the audience's knowledge.										Model and practice	Write essays that have facts, well-explained definitions/details, quotations, and examples that the reader can relate to.	Write an informative/explanatory essay that is thoughtful and organized and that appropriately uses the text set.
2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	SWBAT use a variety of transitions and sentence patterns to link complex ideas and concepts to unify the text.										Transitions worksheet and practice	Write transitions that link major ideas and concepts.	Write an informative/explanatory essay that is thoughtful and organized and that appropriately uses the text set.
2d. Use precise language, domain-specific	SWBAT use vocabulary and language specific to the topic, and use										Respond to reading questions/Review and	Brainstorm Pre-writing	Write an informative/expl

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vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	figurative language such as metaphor, simile and analogy to express complex ideas.										practice vocabulary and terms.	Outline Draft Review	anatory essay that is thoughtful and organized and that appropriately uses the text set.
2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SWBAT write a formal paper with an objective tone that uses the correct conventions for the subject area.										Model and practice	Brainstorm Pre-writing Outline Draft Review	Write an informative literary analysis essay.
2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	SWBAT write a conclusion that shows the importance of the information presented in a paper.										Model and practice	Brainstorm Pre-writing Outline Draft Review	Write an informative literary analysis essay.
3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	SWBAT write a well-structured, detailed narrative about real or imagined events or experiences.										Model/Practice/Graphic Organizers	Brainstorm Pre-writing Outline Draft Review	Write a personal narrative essay that pulls the reader in with detailed events, characters and setting.
3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	SWBAT engage readers by introducing a problem, situation or observation and revealing its significance. SWBAT engage readers by setting up one or more points of view and introducing a narrator and/or characters, and write about events and experiences that progress smoothly and logically.										Model/Practice/Graphic Organizers	Brainstorm Pre-writing Outline Draft Review	Write a personal narrative essay that pulls the reader in with detailed events, characters and setting.
3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	SWBAT write a narrative using techniques such as dialogue, pacing, description, reflection, and multiple plot lines, and use these narrative techniques to develop events, and/or characters.										Model/Practice/Graphic Organizers	Brainstorm Pre-writing Outline Draft Review	Write a personal narrative essay that pulls the reader in with detailed events, characters and setting.
3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and	SWBAT use a variety of techniques to arrange events that build upon one another to create an understandable narrative. SWBAT choose techniques that work together to create a particular tone or										Model/Practice/Graphic Organizers	Brainstorm Pre-writing Outline Draft Review	Write a personal narrative essay that pulls the reader in with

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build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	outcome.												detailed events, characters and setting.
3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	SWBAT use precise words, telling details, and sensory language to create visual images in the minds of the readers.										Model/Practice/Graphic Organizers	Brainstorm Pre-writing Outline Draft Review	Write a personal narrative essay that pulls the reader in with detailed events, characters and setting.
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	SWBAT conclude a story by reflecting on what is experienced, observed, or resolved.										Model/Practice/Graphic Organizers	Brainstorm Pre-writing Outline Draft Review	Write a personal narrative essay that pulls the reader in with detailed events, characters and setting.
4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SWBAT develop and organize clear and straightforward writing that is appropriate for a specific task, purpose, and audience.										Assorted brainstorming, prewriting, drafting activities	Write argumentative, informative and narrative essays.	SAGE Writing Summative Assessment.
5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	SWBAT develop and strengthen their writing by planning, revising, editing, and rewriting. SWBAT address what is most significant for a specific purpose or audience.										Assorted brainstorming, prewriting, drafting activities	Write argumentative, informative and narrative essays.	SAGE Writing Summative Assessment.
6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	SWBAT use technology to create, publish and update writing for individual or group projects; respond to ongoing feedback, including new arguments or information, and use technology to link my writing to other information.										Model and research internet and other media for project.	Transfer written product to internet and/or other media/technology	Create and publish a writing product using internet and other media/technology.
7: Conduct short as well as more sustained research projects to answer a question	SWBAT research both short and extended projects to solve										Review assignment and perform research	Prepare a literary device	Perform a literary device

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(including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	problems or answer questions, narrowing or broadening research as appropriate. SWBAT combine multiple sources to demonstrate an understanding of the subject.											presentation.	presentation.	
8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	SWBAT conduct advanced searches to gather relevant information from reliable print and digital sources. SWBAT determine the strengths and weaknesses of each source in terms of task, purpose, and audience. They will be able to include information from sources that supports their ideas without plagiarizing or relying too heavily on one source. Also, SWBAT correctly cite sources within the text and at the end of the paper.										Review research methods and sources/Practice MLA formatting	Brainstorm Research Pre-writing Outline Draft review	Write argumentative research essay that appropriately uses, cites and incorporates multiple sources.	
9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	SWBAT find specific facts, examples, or details in literary or informational text to support my analysis, reflection, and research.										Model/Practice/Organize rs/Research	Brainstorm Research Pre-writing Outline Draft review	Write argumentative, argumentative research, and informative essays.	
9a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.”)	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. See “Student Learning Targets in 11-12 Reading Literature Standards.”										Close reading strategies/circles/class discussion/small group work	Brainstorm Research Pre-writing Outline Draft review	Write argumentative, argumentative research, and informative essays.	
b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The	SWBAT recognize and identify key U.S. documents, and demonstrate a knowledgeable understanding of their content as well as their historical importance. See “Student Learning Targets in 11-12 Reading Literature Standards.”										Close reading strategies/circles/class discussion/small group work	Brainstorm Research Pre-writing Outline Draft review	Write argumentative, argumentative research, and informative essays.	

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Federalist, presidential addresses]”).														
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	SWBAT routinely write over a shorter or extended time frame for a range of tasks, purposes, and audiences.										Journals/reading responses/paragraph responses	Write argumentative, argumentative research, and informative essays.	SAGE Writing Summative Assessment.	