

Utah CORE Language Art Curriculum Standards Map

Grade Levels: 9th & 10th

Writing		September	October	November	December	January	February	March	April	May	Activities	Formative Assessment	Summative Assessment
Anchor Standards	Standard	Timeline											
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(s) and support it with valid reasons and enough evidence to build an argument that analyzes a topic or a text.										Write an argumentative essay using an informational text set	Brainstorm Pre-writing Outline Draft review	Write an argumentative essay with three valid reasons that support a claim.
1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	SWBAT write a clear claim(s) and distinguish it from a different or opposing claim ; organize my argument to show clear connections between the claim(s), counterclaim(s), reasons, and evidence.										Write an argumentative essay using an informational text set	Brainstorm Pre-writing Outline Draft review	Write an argumentative essay with three valid reasons that support a claim.
1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.	SWBAT provide evidence that supports both the claim(s) and the counterclaim(s) and points out the pros and cons of each; provide evidence in a way that anticipates what the audience is thinking about the issue.										Write an argumentative essay using an informational text set	Brainstorm Pre-writing Outline Draft review	Write an argumentative essay with three valid reasons that support a claim.
1c Use words, phrases, and clauses 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 use words, phrases, and clauses to clearly show how claims, counterclaims, reasons, and evidence fit together.										Categories of transition modeling and practices	Worksheet	Write an argumentative essay with three valid reasons that support a claim.
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 argumentative essay with three valid reasons that support a claim.
1e Provide a concluding statement or section that follows from and supports the argument presented.	SWBAT end his/her writing with a concluding statement that backs up the claims in his/her argument.										Model and Practice	Brainstorm Pre-writing Outline	Write an argumentative essay with three

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												Draft review	valid reasons that support a claim.
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 organize my information by choosing and studying my content carefully.										Model and practice text set analysis	Brainstorm Pre-writing Outline Draft review	Write an informative essay that is organized and thoughtful essay that appropriately uses a text set.
2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful in aiding comprehension.	SWBAT organize complex ideas using a clear introduction and use concepts and information to make important connections and distinctions in my paper.										Model and Practice	Brainstorm Pre-writing Outline Draft review	Write an informative essay that is organized and thoughtful essay that appropriately uses a text set.
2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	SWBAT develop his/her paper using enough facts, well-explained definitions and details, quotations, and examples that are appropriate to his/her 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 essay that is organized and thoughtful essay that appropriately uses a text set.
2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	SWBAT use a variety of appropriate transitions to link major ideas of his/her paper and show connections between ideas and concepts.										Transitions worksheet and practice	Write transitions that link major ideas and concepts.	Write an informative essay that is organized and thoughtful essay that appropriately uses a text set.
2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.	SWBAT use appropriate vocabulary and language that is specific to my topic to manage the difficulty of the subject.										Respond to reading questions/ Review and practice Vocabulary and terms	Brainstorm Pre-writing Outline Draft review	Write an informative literary analysis essay
2e Establish and maintain a formal style and objective tone while attending to the	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	Write an informative literary analysis

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norms and conventions of the discipline in which they are writing.												Draft review	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 his/her 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, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	SWBAT hook the reader by introducing a problem, situation, or observation; hook the reader by setting up one or more points of view and introducing a narrator and/or characters; and write 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.	STBAT write a narrative using techniques such as dialogue, pacing, description, reflection, and multiple plot lines, as well as 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.	SWBAT build upon the events in a story in various ways so that it is understandable by other 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
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,

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3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	SWBAT make conclusions and reflect 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 understandable writing which is appropriate for a specific task, purpose, and audience.										Assorted brainstorming, pre-writing, 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.	SWBAT develop and strengthen his/her writing by planning, revising, editing, and rewriting or identify what is most significant for a specific purpose or audience.										Assorted brainstorming, pre-writing, 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, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	SWBAT use technology to create, publish, and update writing for individual or group projects and present information using a variety of media.										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 (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.	SWBAT research short as well as extended projects to solve problems or answer questions, including questions that I create; narrow or broaden his/her research when appropriate; combine multiple sources to demonstrate his/her understanding of the subject.										Review assignment and perform research	Prepare a literary device presentation.	Deliver a literary device presentation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches	SWBAT conduct an advanced search to gather relevant information from reliable print and digital sources; determine if a source is useful for answering a particular research question;										Review research methods	Brainstorm Research Pre-writing	Write an argumentative research essay

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effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	include information from sources that supports his/her ideas without plagiarizing others' words and ideas; correctly cite his/her sources in the text or at the end of his/her paper.										and sources/ Practice MLA formatting	Outline Draft review	that appropriately uses, cites and incorporates multiple sources	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	SWBAB find specific facts, examples, or details in literary or informational text to support my analysis, reflection, and research.										Model/ Practice/ Organizers /Research	Brainstorm Research Pre-writing Outline Draft review	Write argumentative, argumentative research, and informative essays	
9a Apply grades 9–10 Reading standards to literature (e.g., “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/ circles/ class discussion/ small group work	Brainstorm Research Pre-writing Outline Draft review	Write argumentative, argumentative research, and informative essays	
9b Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	SWBAT outline and explain specific claims and supportive evidence in an argument then decide whether or not the reasons linking the evidence to the claim are logical.										Close reading strategies/ circles/ class discussion/ small group work	Brainstorm Research Pre-writing Outline Draft review	Write argumentative, argumentative research, and informative essays	
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	