Main Criteria: Bible-Based Writing Lessons

Secondary Criteria: Utah Core Standards

Subject: Language Arts

Grades: 9, 10, 11, 12

Bible-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.3.**	**Use appropriate language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal or informal contexts.**
EXPECTATION / STANDARD	9-10.SL.3.a.	Convey a clear perspective by concisely presenting and citing information, findings, and supporting evidence so that listeners can follow the line of reasoning.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.

INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.8.	Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)
INDICATOR / CLUSTER	9-10.R.10.	Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**

INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**2**	**Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.**
INDICATOR / CLUSTER	**2.9.**	**Identify, develop, and argue stock issues:**
EXPECTATION / STANDARD		Harm
EXPECTATION / STANDARD		Inherence
EXPECTATION / STANDARD		Significance
EXPECTATION / STANDARD		Solvency
EXPECTATION / STANDARD		Topicality
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**2**	**Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.**
INDICATOR / CLUSTER	**2.10.**	**Apply critical thinking skills when researching, preparing, and presenting arguments:**

EXPECTATION / STANDARD		Causal arguments
EXPECTATION / STANDARD		Logical fallacies
EXPECTATION / STANDARD		Source validity
EXPECTATION / STANDARD		Topic and analysis support using strong evidence
EXPECTATION / STANDARD		Challenge the status quo and current policy proposals, using a variety of arguments and rhetorical devices
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**3**	**Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.**
INDICATOR / CLUSTER	**3.1.**	**Apply principles of ethical communication appropriate to context:**
EXPECTATION / STANDARD		Academic honesty
EXPECTATION / STANDARD		Communication responsibility
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**3**	**Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.**
INDICATOR / CLUSTER	3.2.	Identify and adjust behaviors and arguments based on evaluation paradigms.
INDICATOR / CLUSTER	3.3.	Present arguments using clear and concise language.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**3**	**Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.**
INDICATOR / CLUSTER	**3.6.**	**Develop presentation skills to convey complex ideas:**
EXPECTATION / STANDARD		Extemporaneous speech
EXPECTATION / STANDARD		Persuasive techniques

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.1.	Develop professional and technical oral communication techniques using language, syntax, and organization that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	2.2.	Utilize appropriate delivery techniques (i.e., posture, gesture, eye contact, vocal expressiveness) to make presentations understandable.

INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.3.**	**Use appropriate language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal or informal contexts.**
EXPECTATION / STANDARD	9-10.SL.3.a.	Convey a clear perspective by concisely presenting and citing information, findings, and supporting evidence so that listeners can follow the line of reasoning.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)

INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.8.	Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)
INDICATOR / CLUSTER	9-10.R.10.	Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**2**	**Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.**
INDICATOR / CLUSTER	**2.9.**	**Identify, develop, and argue stock issues:**
EXPECTATION / STANDARD		Harm
EXPECTATION / STANDARD		Inherence
EXPECTATION / STANDARD		Significance
EXPECTATION / STANDARD		Solvency
EXPECTATION / STANDARD		Topicality
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**2**	**Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.**
INDICATOR / CLUSTER	**2.10.**	**Apply critical thinking skills when researching, preparing, and presenting arguments:**
EXPECTATION / STANDARD		Causal arguments
EXPECTATION / STANDARD		Logical fallacies

EXPECTATION / STANDARD		Source validity
EXPECTATION / STANDARD		Topic and analysis support using strong evidence
EXPECTATION / STANDARD		Challenge the status quo and current policy proposals, using a variety of arguments and rhetorical devices
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**3**	**Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.**
INDICATOR / CLUSTER	**3.1.**	**Apply principles of ethical communication appropriate to context:**
EXPECTATION / STANDARD		Academic honesty
EXPECTATION / STANDARD		Communication responsibility
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**3**	**Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.**
INDICATOR / CLUSTER	3.2.	Identify and adjust behaviors and arguments based on evaluation paradigms.
INDICATOR / CLUSTER	3.3.	Present arguments using clear and concise language.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**3**	**Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.**
INDICATOR / CLUSTER	**3.6.**	**Develop presentation skills to convey complex ideas:**
EXPECTATION / STANDARD		Extemporaneous speech
EXPECTATION / STANDARD		Persuasive techniques
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**

INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.1.	Develop professional and technical oral communication techniques using language, syntax, and organization that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	2.2.	Utilize appropriate delivery techniques (i.e., posture, gesture, eye contact, vocal expressiveness) to make presentations understandable.
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.8.	Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**2**	**Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.**

INDICATOR / CLUSTER	**2.9.**	**Identify, develop, and argue stock issues:**
EXPECTATION / STANDARD		Harm
EXPECTATION / STANDARD		Inherence
EXPECTATION / STANDARD		Significance
EXPECTATION / STANDARD		Solvency
EXPECTATION / STANDARD		Topicality
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**2**	**Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.**
INDICATOR / CLUSTER	**2.10.**	**Apply critical thinking skills when researching, preparing, and presenting arguments:**
EXPECTATION / STANDARD		Causal arguments
EXPECTATION / STANDARD		Logical fallacies
EXPECTATION / STANDARD		Source validity
EXPECTATION / STANDARD		Topic and analysis support using strong evidence
EXPECTATION / STANDARD		Challenge the status quo and current policy proposals, using a variety of arguments and rhetorical devices
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**3**	**Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.**
INDICATOR / CLUSTER	**3.1.**	**Apply principles of ethical communication appropriate to context:**
EXPECTATION / STANDARD		Academic honesty
EXPECTATION / STANDARD		Communication responsibility

STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**3**	**Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.**
INDICATOR / CLUSTER	3.2.	Identify and adjust behaviors and arguments based on evaluation paradigms.
INDICATOR / CLUSTER	3.3.	Present arguments using clear and concise language.

STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**3**	**Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.**
INDICATOR / CLUSTER	**3.6.**	**Develop presentation skills to convey complex ideas:**
EXPECTATION / STANDARD		Extemporaneous speech
EXPECTATION / STANDARD		Persuasive techniques

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.1.	Develop professional and technical oral communication techniques using language, syntax, and organization that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	2.2.	Utilize appropriate delivery techniques (i.e., posture, gesture, eye contact, vocal expressiveness) to make presentations understandable.
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.8.	Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)

STANDARD / AREA OF LEARNING	**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING	**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**2**	**Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.**
INDICATOR / CLUSTER	**2.9.**	**Identify, develop, and argue stock issues:**
EXPECTATION / STANDARD		Harm
EXPECTATION / STANDARD		Inherence
EXPECTATION / STANDARD		Significance
EXPECTATION / STANDARD		Solvency
EXPECTATION / STANDARD		Topicality

STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**2**	**Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application.**
INDICATOR / CLUSTER	**2.10.**	**Apply critical thinking skills when researching, preparing, and presenting arguments:**
EXPECTATION / STANDARD		Causal arguments
EXPECTATION / STANDARD		Logical fallacies
EXPECTATION / STANDARD		Source validity
EXPECTATION / STANDARD		Topic and analysis support using strong evidence
EXPECTATION / STANDARD		Challenge the status quo and current policy proposals, using a variety of arguments and rhetorical devices

STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**3**	**Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.**
INDICATOR / CLUSTER	**3.1.**	**Apply principles of ethical communication appropriate to context:**
EXPECTATION / STANDARD		Academic honesty
EXPECTATION / STANDARD		Communication responsibility

STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**3**	**Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.**
INDICATOR / CLUSTER	3.2.	Identify and adjust behaviors and arguments based on evaluation paradigms.
INDICATOR / CLUSTER	3.3.	Present arguments using clear and concise language.

STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**3**	**Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices.**

INDICATOR / CLUSTER	**3.6.**	**Develop presentation skills to convey complex ideas:**
EXPECTATION / STANDARD		Extemporaneous speech
EXPECTATION / STANDARD		Persuasive techniques
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**

OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.1.	Develop professional and technical oral communication techniques using language, syntax, and organization that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	2.2.	Utilize appropriate delivery techniques (i.e., posture, gesture, eye contact, vocal expressiveness) to make presentations understandable.
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.

Lesson 02: Unit 2 Writing from Notes, p. 19-28

Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)

INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.8.	Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)
INDICATOR / CLUSTER	9-10.R.10.	Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**

INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**

INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.

EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.8.	Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)
INDICATOR / CLUSTER	9-10.R.10.	Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**

OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**

INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)

INDICATOR / CLUSTER	11-12.R.8.	Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.

EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**

OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.

INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.8.	Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.

EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

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Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING	**English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.7.	Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL) Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)
INDICATOR / CLUSTER	9-10.R.14.	Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters types, and stylistic choices. (RL) Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)

STANDARD / AREA OF LEARNING	**English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**

INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and

INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**

INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.4.	Demonstrate an understanding of the impact of “telling language” and “showing language.”
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**		
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.7.	Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL) Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)
INDICATOR / CLUSTER	9-10.R.14.	Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters types, and stylistic choices. (RL) Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**

OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.

STANDARD / AREA OF LEARNING	**Speech & Debate**

OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.

STANDARD / AREA OF LEARNING	**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING	**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.4.	Demonstrate an understanding of the impact of “telling language” and “showing language.”
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.

INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)

INDICATOR / CLUSTER	11-12.R.7.	Analyze how an author develops a text through complex and/or dynamic characters, interaction with other characters, and advancement of the plot or development of the theme. (RL) Analyze how the author develops a text through an analysis or argument, including the sequence, the introduction and development and connections of ideas. (RI)
INDICATOR / CLUSTER	11-12.R.14.	Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL) Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.

INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.4.	Demonstrate an understanding of the impact of "telling language" and "showing language."
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**

INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)

INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.7.	Analyze how an author develops a text through complex and/or dynamic characters, interaction with other characters, and advancement of the plot or development of the theme. (RL) Analyze how the author develops a text through an analysis or argument, including the sequence, the introduction and development and connections of ideas. (RI)
INDICATOR / CLUSTER	11-12.R.14.	Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL) Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.

EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.4.	Demonstrate an understanding of the impact of “telling language” and “showing language.”
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.

INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Lesson 04: Unit 3 Retelling Narrative Stories, p. 37-44

Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**

INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.7.	Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL) Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)
INDICATOR / CLUSTER	9-10.R.14.	Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters types, and stylistic choices. (RL) Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)

STANDARD / AREA OF LEARNING	**English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING	**English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**

INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.4.	Demonstrate an understanding of the impact of "telling language" and "showing language."
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.7.	Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL) Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)
INDICATOR / CLUSTER	9-10.R.14.	Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters types, and stylistic choices. (RL) Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**

INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.4.	Demonstrate an understanding of the impact of "telling language" and "showing language."

INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**

EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.7.	Analyze how an author develops a text through complex and/or dynamic characters, interaction with other characters, and advancement of the plot or development of the theme. (RL) Analyze how the author develops a text through an analysis or argument, including the sequence, the introduction and development and connections of ideas. (RI)
INDICATOR / CLUSTER	11-12.R.14.	Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL) Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**

EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.

STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**

INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.4.	Demonstrate an understanding of the impact of “telling language” and “showing language.”
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**		
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.7.	Analyze how an author develops a text through complex and/or dynamic characters, interaction with other characters, and advancement of the plot or development of the theme. (RL) Analyze how the author develops a text through an analysis or argument, including the sequence, the introduction and development and connections of ideas. (RI)
INDICATOR / CLUSTER	11-12.R.14.	Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL) Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**

OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.

STANDARD / AREA OF LEARNING	**Speech & Debate**

OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.

STANDARD / AREA OF LEARNING	**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING	**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.4.	Demonstrate an understanding of the impact of “telling language” and “showing language.”
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.

INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

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Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)

INDICATOR / CLUSTER	9-10.R.7.	Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL) Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)
INDICATOR / CLUSTER	9-10.R.14.	Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters types, and stylistic choices. (RL) Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.

INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.4.	Demonstrate an understanding of the impact of "telling language" and "showing language."
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**

INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)

INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.7.	Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL) Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)
INDICATOR / CLUSTER	9-10.R.14.	Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters types, and stylistic choices. (RL) Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.

EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.4.	Demonstrate an understanding of the impact of “telling language” and “showing language.”
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.

INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.

INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.7.	Analyze how an author develops a text through complex and/or dynamic characters, interaction with other characters, and advancement of the plot or development of the theme. (RL) Analyze how the author develops a text through an analysis or argument, including the sequence, the introduction and development and connections of ideas. (RI)
INDICATOR / CLUSTER	11-12.R.14.	Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL) Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.

INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.4.	Demonstrate an understanding of the impact of "telling language" and "showing language."
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.7.	Analyze how an author develops a text through complex and/or dynamic characters, interaction with other characters, and advancement of the plot or development of the theme. (RL) Analyze how the author develops a text through an analysis or argument, including the sequence, the introduction and development and connections of ideas. (RI)
INDICATOR / CLUSTER	11-12.R.14.	Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL) Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**

EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING	**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING	**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.4.	Demonstrate an understanding of the impact of "telling language" and "showing language."
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.

INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Lesson 06: Unit 4 Summarizing a Reference, p. 51-48

Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**

EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.8.	Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)
INDICATOR / CLUSTER	9-10.R.10.	Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**

OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**

OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)

INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.8.	Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)
INDICATOR / CLUSTER	9-10.R.10.	Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**

INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.

INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.

INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.

EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.8.	Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**

INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and

INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**

INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.

INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)

INDICATOR / CLUSTER	11-12.R.8.	Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.

EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**

OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Lesson 07: Unit 4 Summarizing a Reference, p. 59-66

Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.8.	Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)
INDICATOR / CLUSTER	9-10.R.10.	Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)

STANDARD / AREA OF LEARNING	**English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING	**English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**

EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.

STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).

INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.8.	Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)
INDICATOR / CLUSTER	9-10.R.10.	Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**

INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.

INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.

INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.8.	Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.

EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.8.	Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**

INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**

INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.

INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**

INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Lesson 08: Unit 4 Summarizing a Reference, p. 67-76

Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.

INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.8.	Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)
INDICATOR / CLUSTER	9-10.R.10.	Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.

EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**

INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**

EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.8.	Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)
INDICATOR / CLUSTER	9-10.R.10.	Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**

OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**

OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)

INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.8.	Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**

INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.

INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.

INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.8.	Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**

EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.

STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).

INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

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Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**

EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.

INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.4.	Demonstrate an understanding of the impact of "telling language" and "showing language."
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.

INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**

EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.

STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**

INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.4.	Demonstrate an understanding of the impact of “telling language” and “showing language.”
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**		
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.

EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.4.	Demonstrate an understanding of the impact of "telling language" and "showing language."
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.

STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.

STANDARD / AREA OF LEARNING		**Speech & Debate**

OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.

STANDARD / AREA OF LEARNING	**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING	**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING	**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.

INDICATOR / CLUSTER	3.4.	Demonstrate an understanding of the impact of “telling language” and “showing language.”
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

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Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.

EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING	**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.4.	Demonstrate an understanding of the impact of "telling language" and "showing language."
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.

STANDARD / AREA OF LEARNING	**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.

STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.

STANDARD / AREA OF LEARNING		**Speech & Debate**

OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.

STANDARD / AREA OF LEARNING **Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING **Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING **Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.

INDICATOR / CLUSTER	3.4.	Demonstrate an understanding of the impact of “telling language” and “showing language.”
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING	**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING	**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING	**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING	**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**

INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.4.	Demonstrate an understanding of the impact of “telling language” and “showing language.”
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**

OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**

INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.4.	Demonstrate an understanding of the impact of "telling language" and "showing language."

INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

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Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING	**English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING	**English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING	**English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING	**English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**

INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.4.	Demonstrate an understanding of the impact of “telling language” and “showing language.”
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**

OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**

INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.4.	Demonstrate an understanding of the impact of "telling language" and "showing language."

INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**

EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**

INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.4.	Demonstrate an understanding of the impact of “telling language” and “showing language.”
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**

OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.

STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**

INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.4.	Demonstrate an understanding of the impact of “telling language” and “showing language.”
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Lesson 12: Unit 6 Summarizing Multiple References, p. 99-108

Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.8.	Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)

INDICATOR / CLUSTER	9-10.R.10.	Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.

EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.2.	Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**

OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.8.	Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)
INDICATOR / CLUSTER	9-10.R.10.	Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**

EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.2.	Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and

INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**

INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.

INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)

INDICATOR / CLUSTER	11-12.R.8.	Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**

EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.2.	Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.

INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.

INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.8.	Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**

INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.2.	Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.

INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**

OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Lesson 13: Unit 6 Summarizing Multiple References, p. 109-118

Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)

INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.8.	Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)
INDICATOR / CLUSTER	9-10.R.10.	Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**

INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.2.	Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**

INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**

INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**

EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.8.	Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)
INDICATOR / CLUSTER	9-10.R.10.	Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**

OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.2.	Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).

INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.

STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)

INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.8.	Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.2.	Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**

INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**

EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.8.	Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**

OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.2.	Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).

INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.

STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Lesson 14: Unit 6 Summarizing Multiple References, p. 119-134

Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)

INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.8.	Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)
INDICATOR / CLUSTER	9-10.R.10.	Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.2.	Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**

INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**

EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.8.	Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)
INDICATOR / CLUSTER	9-10.R.10.	Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**

OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.2.	Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).

INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.

STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)

INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.8.	Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.2.	Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**

INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**

EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.8.	Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**

OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.2.	Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).

INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.

STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Lesson 15: Unit 6 Summarizing Multiple References, p. 135-146

Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)

INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.8.	Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)
INDICATOR / CLUSTER	9-10.R.10.	Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.2.	Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**

INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**

EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.8.	Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)
INDICATOR / CLUSTER	9-10.R.10.	Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**

OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.2.	Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).

INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.

STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)

INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.8.	Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.2.	Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**

INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**

EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.8.	Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**

OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.2.	Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).

INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.

STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Lesson 16: Unit 7 Inventive Writing, p. 147-152

Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**

EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.

STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.1.	Generate and/or capture multiple ideas for writing through observation, processing, discussion, and reading.
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**

INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.1.	Generate and/or capture multiple ideas for writing through observation, processing, discussion, and reading.

INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING	**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING	**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.1.	Generate and/or capture multiple ideas for writing through observation, processing, discussion, and reading.
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**

OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING	**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING	**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING	**Journalism**

OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.

STANDARD / AREA OF LEARNING	**Speech & Debate**

OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.

STANDARD / AREA OF LEARNING	**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.1.	Generate and/or capture multiple ideas for writing through observation, processing, discussion, and reading.
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING	**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).

INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.

INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Lesson 17: Unit 7 Inventive Writing, p. 153-158

Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.

EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism

INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and

INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**

INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and

INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.

EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).

INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

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Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.

EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).

INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.1.	Generate and/or capture multiple ideas for writing through observation, processing, discussion, and reading.
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.

INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.

EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism

INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.1.	Generate and/or capture multiple ideas for writing through observation, processing, discussion, and reading.
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).

INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.

INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.

EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism

INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.1.	Generate and/or capture multiple ideas for writing through observation, processing, discussion, and reading.
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.

INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**

INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.

EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**

INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.1.	Generate and/or capture multiple ideas for writing through observation, processing, discussion, and reading.
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.

INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.

STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

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Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**

EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.

INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.

STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.

EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**

OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.

STANDARD / AREA OF LEARNING	**Speech & Debate**

OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.

STANDARD / AREA OF LEARNING	**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING	**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.

INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**

INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.

EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**

INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.

INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**

INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.

EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**

INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.

INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**

INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Lesson 20: Unit 8 Formal Essay Models, p. 175-182

Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)

INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.7.	Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL) Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)
INDICATOR / CLUSTER	9-10.R.8.	Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)
INDICATOR / CLUSTER	9-10.R.10.	Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.a.	Gather, assess, and synthesize information from credible sources on the topic.
EXPECTATION / STANDARD	9-10.W.4.b.	Reflect on the evidence and generate ideas to demonstrate understanding of the topic and purpose.
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**1**	**Law & Ethics. Students will apply knowledge of law and ethics related to the functioning of a free and independent press and various media platforms.**
INDICATOR / CLUSTER	1.4.	Research and evaluate the role of a free and independent media within a democratic society.

STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.2.	Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.
INDICATOR / CLUSTER	3.3.	Research using current reporting tools, from advanced Google searches to
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.

STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**5**	**Technology & Design. Students will apply appropriate principles of technology and design.**
INDICATOR / CLUSTER	5.1.	Apply available technologies used in publishing to create designs appropriate for media (e.g., desktop publishing, photo editing, Web-based media, word processing).

STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.1.	Generate and/or capture multiple ideas for writing through observation, processing, discussion, and reading.
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.

INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**

INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**

EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.7.	Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL) Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)
INDICATOR / CLUSTER	9-10.R.8.	Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)
INDICATOR / CLUSTER	9-10.R.10.	Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**

INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**

INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.a.	Gather, assess, and synthesize information from credible sources on the topic.
EXPECTATION / STANDARD	9-10.W.4.b.	Reflect on the evidence and generate ideas to demonstrate understanding of the topic and purpose.
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**1**	**Law & Ethics. Students will apply knowledge of law and ethics related to the functioning of a free and independent press and various media platforms.**
INDICATOR / CLUSTER	1.4.	Research and evaluate the role of a free and independent media within a democratic society.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.2.	Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.
INDICATOR / CLUSTER	3.3.	Research using current reporting tools, from advanced Google searches to
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.

STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**5**	**Technology & Design. Students will apply appropriate principles of technology and design.**
INDICATOR / CLUSTER	5.1.	Apply available technologies used in publishing to create designs appropriate for media (e.g., desktop publishing, photo editing, Web-based media, word processing).
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.1.	Generate and/or capture multiple ideas for writing through observation, processing, discussion, and reading.
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).

INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**

INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)

INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.8.	Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.a.	Gather, assess, and synthesize information from credible sources on the topic.
EXPECTATION / STANDARD	11-12.W.4.b.	Evaluate the evidence and generate ideas to demonstrate understanding of the topic and purpose.
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**1**	**Law & Ethics. Students will apply knowledge of law and ethics related to the functioning of a free and independent press and various media platforms.**
INDICATOR / CLUSTER	1.4.	Research and evaluate the role of a free and independent media within a democratic society.

STANDARD / AREA OF LEARNING		**Journalism**

OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.2.	Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.
INDICATOR / CLUSTER	3.3.	Research using current reporting tools, from advanced Google searches to
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**5**	**Technology & Design. Students will apply appropriate principles of technology and design.**
INDICATOR / CLUSTER	5.1.	Apply available technologies used in publishing to create designs appropriate for media (e.g., desktop publishing, photo editing, Web-based media, word processing).
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.1.	Generate and/or capture multiple ideas for writing through observation, processing, discussion, and reading.
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.

INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.

INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.

EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.8.	Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING	**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING	**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.a.	Gather, assess, and synthesize information from credible sources on the topic.
EXPECTATION / STANDARD	11-12.W.4.b.	Evaluate the evidence and generate ideas to demonstrate understanding of the topic and purpose.

EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**1**	**Law & Ethics. Students will apply knowledge of law and ethics related to the functioning of a free and independent press and various media platforms.**
INDICATOR / CLUSTER	1.4.	Research and evaluate the role of a free and independent media within a democratic society.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.2.	Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.
INDICATOR / CLUSTER	3.3.	Research using current reporting tools, from advanced Google searches to
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**5**	**Technology & Design. Students will apply appropriate principles of technology and design.**
INDICATOR / CLUSTER	5.1.	Apply available technologies used in publishing to create designs appropriate for media (e.g., desktop publishing, photo editing, Web-based media, word processing).

STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.1.	Generate and/or capture multiple ideas for writing through observation, processing, discussion, and reading.
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**

INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**

INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Lesson 21: Unit 8 Formal Essay Models, p. 183-192

Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.

EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**

INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.2.	Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.

INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**

INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**

EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.2.	Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**

INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**

INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.

EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**

INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.2.	Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.

INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**

INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.

EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**

EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.2.	Gather information from multiple, reliable sources and evaluate this information for relevance, accuracy, and completeness.
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**

OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.

STANDARD / AREA OF LEARNING	**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING	**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING	**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).

INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.4.	Analyze and summarize information and data from multiple sources for reliability, relevance, accuracy, and rhetorical purpose.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Lesson 22: Unit 8 Formal Essay Models, p. 193-200

Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.

EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).

INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and

INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**

INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and

INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.

EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).

INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

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Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.

EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).

INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.a.	Introduce a topic; organize related ideas and information to make important connections and distinctions; utilize formatting, graphics, and multimedia to show relationships.
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among related ideas.
EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and

INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**

INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and

INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.a.	Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.

EXPECTATION / STANDARD	11-12.W.2.d.	Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).

INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Lesson 24: Unit 9 Formal Critique and Response to Literature, p. 207-212

Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.7.	Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL) Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)

INDICATOR / CLUSTER	9-10.R.11.	Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a text. (RL & RI)
INDICATOR / CLUSTER	9-10.R.14.	Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters types, and stylistic choices. (RL) Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.

STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.

STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)

INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.7.	Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL) Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)
INDICATOR / CLUSTER	9-10.R.11.	Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a text. (RL & RI)
INDICATOR / CLUSTER	9-10.R.14.	Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters types, and stylistic choices. (RL) Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**

EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**

INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.

INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.7.	Analyze how an author develops a text through complex and/or dynamic characters, interaction with other characters, and advancement of the plot or development of the theme. (RL) Analyze how the author develops a text through an analysis or argument, including the sequence, the introduction and development and connections of ideas. (RI)
INDICATOR / CLUSTER	11-12.R.10.	Analyze and evaluate the effectiveness of structures across multiple texts about similar topics/themes, including whether the structures make points or events clear, effective, convincing, or engaging. (RL & RI)
INDICATOR / CLUSTER	11-12.R.11.	Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a collective body of work. (RL & RI)
INDICATOR / CLUSTER	11-12.R.14.	Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL) Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**

INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**

OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**

INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.7.	Analyze how an author develops a text through complex and/or dynamic characters, interaction with other characters, and advancement of the plot or development of the theme. (RL) Analyze how the author develops a text through an analysis or argument, including the sequence, the introduction and development and connections of ideas. (RI)
INDICATOR / CLUSTER	11-12.R.10.	Analyze and evaluate the effectiveness of structures across multiple texts about similar topics/themes, including whether the structures make points or events clear, effective, convincing, or engaging. (RL & RI)
INDICATOR / CLUSTER	11-12.R.11.	Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a collective body of work. (RL & RI)
INDICATOR / CLUSTER	11-12.R.14.	Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL) Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)

STANDARD / AREA OF LEARNING		English Language Arts Grade 11-12 (2023)
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		English Language Arts Grade 11-12 (2023)
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		English Language Arts Grade 11-12 (2023)
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		English Language Arts Grade 11-12 (2023)

OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.

STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.

STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.

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Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)

INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.7.	Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL) Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)
INDICATOR / CLUSTER	9-10.R.11.	Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a text. (RL & RI)
INDICATOR / CLUSTER	9-10.R.14.	Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters types, and stylistic choices. (RL) Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**

EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**

INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.

INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**

EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.7.	Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL) Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)
INDICATOR / CLUSTER	9-10.R.11.	Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a text. (RL & RI)
INDICATOR / CLUSTER	9-10.R.14.	Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters types, and stylistic choices. (RL) Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**

INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.c.	Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**

INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**

INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**

INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)

INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.7.	Analyze how an author develops a text through complex and/or dynamic characters, interaction with other characters, and advancement of the plot or development of the theme. (RL) Analyze how the author develops a text through an analysis or argument, including the sequence, the introduction and development and connections of ideas. (RI)
INDICATOR / CLUSTER	11-12.R.10.	Analyze and evaluate the effectiveness of structures across multiple texts about similar topics/themes, including whether the structures make points or events clear, effective, convincing, or engaging. (RL & RI)
INDICATOR / CLUSTER	11-12.R.11.	Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a collective body of work. (RL & RI)
INDICATOR / CLUSTER	11-12.R.14.	Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL) Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.

EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).

INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.7.	Analyze how an author develops a text through complex and/or dynamic characters, interaction with other characters, and advancement of the plot or development of the theme. (RL) Analyze how the author develops a text through an analysis or argument, including the sequence, the introduction and development and connections of ideas. (RI)

INDICATOR / CLUSTER	11-12.R.10.	Analyze and evaluate the effectiveness of structures across multiple texts about similar topics/themes, including whether the structures make points or events clear, effective, convincing, or engaging. (RL & RI)
INDICATOR / CLUSTER	11-12.R.11.	Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a collective body of work. (RL & RI)
INDICATOR / CLUSTER	11-12.R.14.	Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL) Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**

EXPECTATION / STANDARD	11-12.W.3.c.	Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**

INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.

INDICATOR / CLUSTER	3.5.	Effectively weave together narration, description, and dialogue using correct conventions.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Lesson 26: Unit 9 Formal Critique and Response to Literature, p. 225-232

Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING	**English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.7.	Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL) Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)
INDICATOR / CLUSTER	9-10.R.11.	Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a text. (RL & RI)
INDICATOR / CLUSTER	9-10.R.14.	Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters types, and stylistic choices. (RL) Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**

OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.

INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.7.	Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL) Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)
INDICATOR / CLUSTER	9-10.R.11.	Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a text. (RL & RI)
INDICATOR / CLUSTER	9-10.R.14.	Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters types, and stylistic choices. (RL) Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**

INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.

INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.

EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.7.	Analyze how an author develops a text through complex and/or dynamic characters, interaction with other characters, and advancement of the plot or development of the theme. (RL) Analyze how the author develops a text through an analysis or argument, including the sequence, the introduction and development and connections of ideas. (RI)
INDICATOR / CLUSTER	11-12.R.10.	Analyze and evaluate the effectiveness of structures across multiple texts about similar topics/themes, including whether the structures make points or events clear, effective, convincing, or engaging. (RL & RI)
INDICATOR / CLUSTER	11-12.R.11.	Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a collective body of work. (RL & RI)
INDICATOR / CLUSTER	11-12.R.14.	Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL) Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**

INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING	**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING	**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING	**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**

OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.

INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.7.	Analyze how an author develops a text through complex and/or dynamic characters, interaction with other characters, and advancement of the plot or development of the theme. (RL) Analyze how the author develops a text through an analysis or argument, including the sequence, the introduction and development and connections of ideas. (RI)
INDICATOR / CLUSTER	11-12.R.10.	Analyze and evaluate the effectiveness of structures across multiple texts about similar topics/themes, including whether the structures make points or events clear, effective, convincing, or engaging. (RL & RI)
INDICATOR / CLUSTER	11-12.R.11.	Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a collective body of work. (RL & RI)
INDICATOR / CLUSTER	11-12.R.14.	Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL) Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**

EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).

INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Lesson 27: Unit 9 Formal Critique and Response to Literature, p. 233-244

Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.7.	Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL) Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)

INDICATOR / CLUSTER	9-10.R.11.	Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a text. (RL & RI)
INDICATOR / CLUSTER	9-10.R.14.	Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters types, and stylistic choices. (RL) Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**

INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.

INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.

INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.

INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.7.	Analyze how plot elements and dialogue interact, shape the characters, and propel the action. (RL) Analyze how a text makes connections among and distinctions between individuals, ideas, or events through comparisons, analogies, or categories. (RI)
INDICATOR / CLUSTER	9-10.R.11.	Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a text. (RL & RI)
INDICATOR / CLUSTER	9-10.R.14.	Analyze two or more works of fiction with similar themes or topics, drawing on patterns of events, characters types, and stylistic choices. (RL) Analyze how two or more texts about the same topic shape their presentations by emphasizing different evidence or advancing different interpretations of facts; identify where the texts disagree on matters of fact or interpretation. (RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.

EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and

INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**

INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING	**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.7.	Analyze how an author develops a text through complex and/or dynamic characters, interaction with other characters, and advancement of the plot or development of the theme. (RL) Analyze how the author develops a text through an analysis or argument, including the sequence, the introduction and development and connections of ideas. (RI)
INDICATOR / CLUSTER	11-12.R.10.	Analyze and evaluate the effectiveness of structures across multiple texts about similar topics/themes, including whether the structures make points or events clear, effective, convincing, or engaging. (RL & RI)
INDICATOR / CLUSTER	11-12.R.11.	Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a collective body of work. (RL & RI)

INDICATOR / CLUSTER	11-12.R.14.	Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL) Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.

INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.

INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**

INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.7.	Analyze how an author develops a text through complex and/or dynamic characters, interaction with other characters, and advancement of the plot or development of the theme. (RL) Analyze how the author develops a text through an analysis or argument, including the sequence, the introduction and development and connections of ideas. (RI)
INDICATOR / CLUSTER	11-12.R.10.	Analyze and evaluate the effectiveness of structures across multiple texts about similar topics/themes, including whether the structures make points or events clear, effective, convincing, or engaging. (RL & RI)
INDICATOR / CLUSTER	11-12.R.11.	Analyze how an author's geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a collective body of work. (RL & RI)
INDICATOR / CLUSTER	11-12.R.14.	Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL) Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**

OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.

STANDARD / AREA OF LEARNING	**Speech & Debate**

OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.

STANDARD / AREA OF LEARNING	**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING	**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.

INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.

INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Lesson 28: Classical Arrangement for Argumentative Essays, p. 245-257

Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)

INDICATOR / CLUSTER	9-10.R.8.	Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)
INDICATOR / CLUSTER	9-10.R.10.	Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.a.	Introduce claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.
EXPECTATION / STANDARD	9-10.W.1.b.	Develop claims and counterclaims by supplying evidence from accurate, credible sources for each; point out the strengths and limitations that consider the audience.
EXPECTATION / STANDARD	9-10.W.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**

EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.1.	Generate and/or capture multiple ideas for writing through observation, processing, discussion, and reading.
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.

INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING	**English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.8.	Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)
INDICATOR / CLUSTER	9-10.R.10.	Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)

STANDARD / AREA OF LEARNING	**English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**

INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.a.	Introduce claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.
EXPECTATION / STANDARD	9-10.W.1.b.	Develop claims and counterclaims by supplying evidence from accurate, credible sources for each; point out the strengths and limitations that consider the audience.
EXPECTATION / STANDARD	9-10.W.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**

EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.1.	Generate and/or capture multiple ideas for writing through observation, processing, discussion, and reading.
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.

INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.

INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.8.	Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)

STANDARD / AREA OF LEARNING	**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.a.	Introduce claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
EXPECTATION / STANDARD	11-12.W.1.b.	Develop claims and counterclaims by interpreting the most relevant evidence from accurate, credible sources for each; elaborate on the strengths and limitations that anticipate the audience.
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**

OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.

STANDARD / AREA OF LEARNING	**Speech & Debate**

OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.

STANDARD / AREA OF LEARNING	**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.1.	Generate and/or capture multiple ideas for writing through observation, processing, discussion, and reading.
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING	**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.

INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**

INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)

INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.8.	Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.a.	Introduce claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
EXPECTATION / STANDARD	11-12.W.1.b.	Develop claims and counterclaims by interpreting the most relevant evidence from accurate, credible sources for each; elaborate on the strengths and limitations that anticipate the audience.
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.

STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.1.	Generate and/or capture multiple ideas for writing through observation, processing, discussion, and reading.
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**

INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Lesson 29: Classical Arrangement for Argumentative Essays, p. 257-260

Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.a.	Introduce claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.
EXPECTATION / STANDARD	9-10.W.1.b.	Develop claims and counterclaims by supplying evidence from accurate, credible sources for each; point out the strengths and limitations that consider the audience.
EXPECTATION / STANDARD	9-10.W.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**

EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).

INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**		
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.a.	Introduce claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.
EXPECTATION / STANDARD	9-10.W.1.b.	Develop claims and counterclaims by supplying evidence from accurate, credible sources for each; point out the strengths and limitations that consider the audience.
EXPECTATION / STANDARD	9-10.W.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.

STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**

INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING	**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.a.	Introduce claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
EXPECTATION / STANDARD	11-12.W.1.b.	Develop claims and counterclaims by interpreting the most relevant evidence from accurate, credible sources for each; elaborate on the strengths and limitations that anticipate the audience.
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING	**English Language Arts Grade 11-12 (2023)**

OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.

STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).

INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**

EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.a.	Introduce claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
EXPECTATION / STANDARD	11-12.W.1.b.	Develop claims and counterclaims by interpreting the most relevant evidence from accurate, credible sources for each; elaborate on the strengths and limitations that anticipate the audience.
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**

EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Lesson 30: Classical Arrangement for Argumentative Essays, p. 261-27

Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.

EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.8.	Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)
INDICATOR / CLUSTER	9-10.R.10.	Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.a.	Introduce claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.

EXPECTATION / STANDARD	9-10.W.1.b.	Develop claims and counterclaims by supplying evidence from accurate, credible sources for each; point out the strengths and limitations that consider the audience.
EXPECTATION / STANDARD	9-10.W.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.1.	Generate and/or capture multiple ideas for writing through observation, processing, discussion, and reading.
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**

OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.R.**	**Reading (9-10.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**

INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	9-10.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as what inferences can be drawn from the text, including identifying where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	9-10.R.6.	When reading texts, including those from diverse cultures, determine a theme, analyze its development in detail, including how it emerges and is shaped and refined by specific details; provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine two or more main ideas, analyze the main ideas, relationship to supporting ideas, and provide an objective summary that includes textual evidence. (RI)
INDICATOR / CLUSTER	9-10.R.8.	Determine the meaning and impact of words and phrases on meaning, tone, and mood. Analyze figurative language and connotative meanings. Examine domain-specific vocabulary and how language differs across genres and text types. (RL & RI)
INDICATOR / CLUSTER	9-10.R.10.	Analyze and evaluate the effectiveness of the structures an author uses in an exposition, argument, or narrative, including whether the structure makes points or events clear, effective, convincing, or engaging. (RL & RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.a.	Introduce claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.
EXPECTATION / STANDARD	9-10.W.1.b.	Develop claims and counterclaims by supplying evidence from accurate, credible sources for each; point out the strengths and limitations that consider the audience.
EXPECTATION / STANDARD	9-10.W.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**

OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.

STANDARD / AREA OF LEARNING	**Speech & Debate**

OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.

STANDARD / AREA OF LEARNING	**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.1.	Generate and/or capture multiple ideas for writing through observation, processing, discussion, and reading.
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING	**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.

INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**

INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)

INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.8.	Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.a.	Introduce claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
EXPECTATION / STANDARD	11-12.W.1.b.	Develop claims and counterclaims by interpreting the most relevant evidence from accurate, credible sources for each; elaborate on the strengths and limitations that anticipate the audience.
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.

STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.1.	Generate and/or capture multiple ideas for writing through observation, processing, discussion, and reading.
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**

INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.R.**	**Reading (11-12.R): Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed.**
INDICATOR / CLUSTER	11-12.R.1.	Mastered in preschool.
INDICATOR / CLUSTER	11-12.R.2.	Mastered in grade 3.
INDICATOR / CLUSTER	11-12.R.3.	Mastered in grade 5.
INDICATOR / CLUSTER	11-12.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
INDICATOR / CLUSTER	11-12.R.5.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
INDICATOR / CLUSTER	11-12.R.6.	When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL) When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
INDICATOR / CLUSTER	11-12.R.8.	Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.a.	Introduce claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
EXPECTATION / STANDARD	11-12.W.1.b.	Develop claims and counterclaims by interpreting the most relevant evidence from accurate, credible sources for each; elaborate on the strengths and limitations that anticipate the audience.
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.

STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.

STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.1.	Generate and/or capture multiple ideas for writing through observation, processing, discussion, and reading.

INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**

INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**1**	**Reading and Analysis. Students will analyze a variety of digital and print texts to gather information and use as quality examples of professional and technical communication.**
INDICATOR / CLUSTER	1.3.	Determine the meaning of professional and technical vocabulary to aid comprehension and conduct research.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Lesson 31: Classical Arrangement for Argumentative Essays, p. 273-278

Utah Core Standards

Language Arts

Grade **9** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**

EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.a.	Introduce claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.
EXPECTATION / STANDARD	9-10.W.1.b.	Develop claims and counterclaims by supplying evidence from accurate, credible sources for each; point out the strengths and limitations that consider the audience.
EXPECTATION / STANDARD	9-10.W.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**

EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **10** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.SL.**	**Speaking and Listening (9-10.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**9-10.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	9-10.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
EXPECTATION / STANDARD	9-10.SL.1.c.	Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts using logical reasoning and relevant evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	9-10.W.1.a.	Introduce claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.
EXPECTATION / STANDARD	9-10.W.1.b.	Develop claims and counterclaims by supplying evidence from accurate, credible sources for each; point out the strengths and limitations that consider the audience.
EXPECTATION / STANDARD	9-10.W.1.c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.2.**	**Write informative/explanatory texts to examine and convey related ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution that connects to what is experienced, observed, or resolved over the course of the narrative.**
EXPECTATION / STANDARD	9-10.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**9-10.W.4.**	**Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 9-10 (2023)**
OBJECTIVE / STRAND	**9-10.W.**	**Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.

INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.

INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **11** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**

EXPECTATION / STANDARD	11-12.W.1.a.	Introduce claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
EXPECTATION / STANDARD	11-12.W.1.b.	Develop claims and counterclaims by interpreting the most relevant evidence from accurate, credible sources for each; elaborate on the strengths and limitations that anticipate the audience.
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**

EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.

INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING	**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.

STANDARD / AREA OF LEARNING	**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.

STANDARD / AREA OF LEARNING	**Creative Writing & Lit Mag**

OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.

STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.

Utah Core Standards

Language Arts

Grade **12** - Adopted: **2023**

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.SL.**	**Speaking and Listening (11-12.SL): Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.**
INDICATOR / CLUSTER	**11-12.SL.1.**	**Participate effectively in a range of conversations and collaborations on topics, texts, and issues.**
EXPECTATION / STANDARD	11-12.SL.1.a.	Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
EXPECTATION / STANDARD	11-12.SL.1.c.	Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.1.**	**Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant, sufficient evidence, and provide a conclusion that follows from and supports the argument presented.**
EXPECTATION / STANDARD	11-12.W.1.a.	Introduce claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

EXPECTATION / STANDARD	11-12.W.1.b.	Develop claims and counterclaims by interpreting the most relevant evidence from accurate, credible sources for each; elaborate on the strengths and limitations that anticipate the audience.
EXPECTATION / STANDARD	11-12.W.1.c.	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 claims and reasons, between reasons and evidence, and between claims and counterclaims.
EXPECTATION / STANDARD	11-12.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.2.**	**Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.**
EXPECTATION / STANDARD	11-12.W.2.b.	Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
EXPECTATION / STANDARD	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
EXPECTATION / STANDARD	11-12.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.3.**	**Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.**
EXPECTATION / STANDARD	11-12.W.3.d.	Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
EXPECTATION / STANDARD	11-12.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	**11-12.W.4.**	**Conduct research projects to craft an argument, answer a question, or provide an analysis.**
EXPECTATION / STANDARD	11-12.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.

STANDARD / AREA OF LEARNING		**English Language Arts Grade 11-12 (2023)**
OBJECTIVE / STRAND	**11-12.W.**	**Writing (11-12.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.**
INDICATOR / CLUSTER	11-12.W.5.	Mastered in grade 5.
STANDARD / AREA OF LEARNING		**Journalism**
OBJECTIVE / STRAND	**3**	**Reporting & Writing Process. Students will effectively use the reporting and writing journalism plays a pivotal role in storytelling while becoming familiar with the basics of photo, video and audio production.**
INDICATOR / CLUSTER	3.1.	Compose and evaluate interview questions for written or broadcast journalism
INDICATOR / CLUSTER	3.5.	Use direct and indirect quotes in copy with appropriate attribution (e.g., punctuation, identification, verb choice).
INDICATOR / CLUSTER	3.7.	Revise original pieces for content and style appropriate to the medium and
INDICATOR / CLUSTER	3.8.	Peer- and self-edit using journalism style manuals as references.
STANDARD / AREA OF LEARNING		**Speech & Debate**
OBJECTIVE / STRAND	**1**	**Research and Development. Students will read and collect research from textual evidence to prepare for debates.**
INDICATOR / CLUSTER	1.3.	Collaborate to define issues and develop strategies.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**1**	**Writing Process. Students use the iterative process of writing to produce various types of narratives, poetry, and prose.**
INDICATOR / CLUSTER	1.2.	Focus ideas on addressing what is most significant and/or relevant for a specific genre, purpose, and audience.
INDICATOR / CLUSTER	1.3.	Use various techniques for organizing ideas such as outlining, storyboarding, timelines, and plotting.
INDICATOR / CLUSTER	1.4.	Compose multiple drafts with revisions as needed showing growth based on self-evaluation and/or feedback.
INDICATOR / CLUSTER	1.5.	Edit following the conventions of English as appropriate for grade level, genre, and purpose.

STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**2**	**Analysis of Genre. Students will develop an understanding of genre conventions and apply them in their writing.**
INDICATOR / CLUSTER	2.1.	Analyze mentor texts, peer work, and student-created content in a wide variety of genres and modes for craft, style, voice, theme, elements of language, and conventions in order to determine the effects of such writing techniques on a text.
INDICATOR / CLUSTER	2.2.	Analyze craft, style, voice, theme, and conventions in their own and other student's writing in a variety of genres and modes.
INDICATOR / CLUSTER	2.3.	Understand the cliches and conventions of historical and contemporary genres (e.g., steampunk, stream-of-consciousness, flash fiction, novella, etc.).
INDICATOR / CLUSTER	2.4.	Determine the audience and purpose of a wide variety of genres.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**3**	**Craft and Creation. Students will produce vivid narratives, poetry, and prose by effectively using a variety of genre-appropriate writing strategies and language techniques.**
INDICATOR / CLUSTER	3.1.	Produce writing based on historical and contemporary structures and forms (e.g., sonnet, villanelle, short story, script writing, etc.) and on a variety of idea-generation techniques (e.g., found poetry, plot structure outline, free[1]write, writing prompts, etc.).
INDICATOR / CLUSTER	3.2.	Craft vivid writing with attention to sound elements (e.g., alliteration, assonance, consonance, rhyme), figurative language, sensory details, scenes, and purposeful word choice and syntax.
INDICATOR / CLUSTER	3.7.	Construct a finished product that demonstrates mastery of targeted writing techniques specific to the genre.
STANDARD / AREA OF LEARNING		**Creative Writing & Lit Mag**
OBJECTIVE / STRAND	**4**	**Collaboration and Evaluation. Students will collaborate with peers in the production and evaluation of writing.**
INDICATOR / CLUSTER	4.1.	Generate ideas and research in collaboration with others to draft, plan, present, and publish original work.
INDICATOR / CLUSTER	4.4.	Consider differing perspectives and opinions when editing, critiquing, collaborating, and conferencing work.
INDICATOR / CLUSTER	4.5.	Evaluate personal and peer writing through the use of rubrics, checklists, and/or portfolios.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**

OBJECTIVE / STRAND	**2**	**Oral Communication. Students will engage in a variety of professional and technical oral communications.**
INDICATOR / CLUSTER	2.3.	Participate in clarifying discussions about the format and content of professional and technical communications produced by self, peers, teams, and outside sources.
STANDARD / AREA OF LEARNING		**Professional & Technical Communication**
OBJECTIVE / STRAND	**3**	**Print and Digital Communication. Students will produce a variety of professional and technical written communications.**
INDICATOR / CLUSTER	3.1.	Develop professional and technical written print and digital communications using language, syntax, format, and delivery methods that are appropriate to the audience, purpose, and context.
INDICATOR / CLUSTER	3.4.	Revise original pieces for content and style appropriate to the audience, purpose, and context.