

Main Criteria: Structure and Style for Students

Secondary Criteria: Utah Core Standards

Subject: Language Arts

Grade: 10

## Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 1 Page 9-26

Utah Core Standards

Language Arts

Grade 10 - Adopted: 2023

### STANDARD / AREA OF LEARNING

#### English Language Arts Grade 9-10 (2023)

<b>OBJECTIVE / STRAND</b>	<b>9-10.SL.</b>	<b>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.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.SL.1.</b>	<b>Participate effectively in a range of conversations and collaborations on topics, texts, and issues.</b>

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)

<b>OBJECTIVE / STRAND</b>	<b>9-10.R.</b>	<b>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.</b>
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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)
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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)
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**STANDARD / AREA OF LEARNING**                      **English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	9-10.W.	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
INDICATOR / CLUSTER	9-10.W.1.	<b>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.</b>

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.
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EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
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**STANDARD / AREA OF LEARNING**                      **English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	9-10.W.	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
INDICATOR / CLUSTER	9-10.W.2.	<b>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.</b>

EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
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EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
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EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
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**STANDARD / AREA OF LEARNING**                      **English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	9-10.W.	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
INDICATOR / CLUSTER	9-10.W.3.	<b>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.</b>

EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
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**STANDARD / AREA OF LEARNING**                      **English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.4.</b>	<b>Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.</b>

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)

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
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INDICATOR / CLUSTER 9-10.W.5. Mastered in grade 5.

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 2 Page 27-36

Utah Core Standards  
Language Arts  
Grade 10 - Adopted: 2023

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

<b>OBJECTIVE / STRAND</b>	<b>9-10.SL.</b>	<b>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.</b>
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**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)

<b>OBJECTIVE / STRAND</b>	<b>9-10.R.</b>	<b>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.</b>
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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)

**STANDARD / AREA OF LEARNING**

**English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.R.</b>	<b>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.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.R.9.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL &amp; RI)</b>

EXPECTATION / STANDARD	9-10.R.9.b.	Determine and consult appropriate reference materials to find the pronunciation of a word, its precise meaning, its part of speech, or its etymology including Greek or Latin affixes and roots.
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**STANDARD / AREA OF LEARNING**

**English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.R.</b>	<b>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.</b>
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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)
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**STANDARD / AREA OF LEARNING**

**English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.1.</b>	<b>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.</b>

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.
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EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
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**STANDARD /  
AREA OF  
LEARNING****English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.2.</b>	<b>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.</b>
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.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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.3.</b>	<b>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.</b>
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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.4.</b>	<b>Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.</b>
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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
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INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
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UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 37-48

Utah Core Standards

Language Arts

Grade 10 - Adopted: 2023

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

<b>OBJECTIVE / STRAND</b>	9-10.SL.	<b>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.</b>
<b>INDICATOR / CLUSTER</b>	9-10.SL.1.	<b>Participate effectively in a range of conversations and collaborations on topics, texts, and issues.</b>

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

<b>OBJECTIVE / STRAND</b>	9-10.R.	<b>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.</b>
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INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
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INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
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INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
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INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
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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)
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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)
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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)
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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)
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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)
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**STANDARD / AREA OF LEARNING**

**English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	9-10.W.	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
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INDICATOR / CLUSTER	9-10.W.1.	<b>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.</b>
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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.
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EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
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**STANDARD / AREA OF LEARNING**

**English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	9-10.W.	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
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INDICATOR / CLUSTER	9-10.W.2.	<b>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.</b>
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EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
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**STANDARD / AREA OF LEARNING**

**English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	9-10.W.	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
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INDICATOR / CLUSTER	9-10.W.3.	<b>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.</b>
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EXPECTATION / STANDARD	9-10.W.3.a.	Engage and orient the reader by describing a problem, situation, or observation.
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EXPECTATION / STANDARD	9-10.W.3.b.	Establish one or multiple point(s) of view, and introduce a setting, narrator and/or characters.
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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.
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EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
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**STANDARD /  
AREA OF  
LEARNING**

**English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
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INDICATOR / CLUSTER	9- 10.W.5.	Mastered in grade 5.
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UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 49-56

**Utah Core Standards**

**Language Arts**

Grade 10 - Adopted: 2023

**STANDARD /  
AREA OF  
LEARNING**

**English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.SL.</b>	<b>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.</b>
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<b>INDICATOR / CLUSTER</b>	<b>9- 10.SL.1.</b>	<b>Participate effectively in a range of conversations and collaborations on topics, texts, and issues.</b>
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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.
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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.
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**STANDARD /  
AREA OF  
LEARNING**

**English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.R.</b>	<b>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.</b>
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INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
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INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
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INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
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INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
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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)
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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.	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
INDICATOR / CLUSTER	9-10.W.1.	<b>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.</b>
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.	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
INDICATOR / CLUSTER	9-10.W.2.	<b>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.</b>
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.	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
INDICATOR / CLUSTER	9-10.W.3.	<b>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.</b>
EXPECTATION / STANDARD	9-10.W.3.a.	Engage and orient the reader by describing a problem, situation, or observation.

EXPECTATION / STANDARD	9-10.W.3.b.	Establish one or multiple point(s) of view, and introduce a setting, narrator and/or characters.
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.e.	Use appropriate conventions and style for the audience, purpose, and task.

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

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.

UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 57-70

Utah Core Standards  
Language Arts  
Grade 10 - Adopted: 2023

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

<b>OBJECTIVE / STRAND</b>	<b>9-10.SL.</b>	<b>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.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.SL.1.</b>	<b>Participate effectively in a range of conversations and collaborations on topics, texts, and issues.</b>

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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.R.</b>	<b>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.</b>
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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.1.</b>	<b>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.</b>
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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.2.</b>	<b>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.</b>
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.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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.3.</b>	<b>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.</b>

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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.4.</b>	<b>Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.</b>

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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.5.</b>	<b>Mastered in grade 5.</b>

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**Utah Core Standards**

**Language Arts**

Grade 10 - Adopted: 2023

**STANDARD /  
AREA OF  
LEARNING**

**English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.R.</b>	<b>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.</b>
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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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.1.</b>	<b>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.</b>

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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.2.</b>	<b>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.</b>

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.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)

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

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

<b>OBJECTIVE / STRAND</b>	9-10.W.	Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.
<b>INDICATOR / CLUSTER</b>	9-10.W.5.	Mastered in grade 5.

UNIT 5: WRITING FROM PICTURES Week 7 Page 83-90

Utah Core Standards  
Language Arts  
Grade 10 - Adopted: 2023

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

<b>OBJECTIVE / STRAND</b>	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.
<b>INDICATOR / CLUSTER</b>	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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.1.</b>	<b>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.</b>
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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.2.</b>	<b>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.</b>
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.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
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EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
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**STANDARD / AREA OF LEARNING**                      **English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.3.</b>	<b>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.</b>

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.
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EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
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**STANDARD / AREA OF LEARNING**                      **English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.4.</b>	<b>Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.</b>

EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
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**STANDARD / AREA OF LEARNING**                      **English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
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INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
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UNIT 5: WRITING FROM PICTURES Week 8 Page 91-100

**Utah Core Standards**  
**Language Arts**  
Grade 10 - Adopted: 2023

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

<b>OBJECTIVE / STRAND</b>	<b>9-10.R.</b>	<b>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.</b>
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INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
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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)

**STANDARD / AREA OF LEARNING**

**English Language Arts Grade 9-10 (2023)**

OBJECTIVE / STRAND	9-10.W.	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
INDICATOR / CLUSTER	9-10.W.1.	<b>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.</b>
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.	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
INDICATOR / CLUSTER	9-10.W.2.	<b>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.</b>
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.	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
INDICATOR / CLUSTER	9-10.W.3.	<b>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.</b>

EXPECTATION / STANDARD	9-10.W.3.b.	Establish one or multiple point(s) of view, and introduce a setting, narrator and/or characters.
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.e.	Use appropriate conventions and style for the audience, purpose, and task.

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

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.4.</b>	<b>Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.</b>

EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
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**STANDARD / AREA OF LEARNING**                      **English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
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INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
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**Utah Core Standards  
Language Arts  
Grade 10 - Adopted: 2023**

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

<b>OBJECTIVE / STRAND</b>	<b>9-10.R.</b>	<b>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.</b>
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INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
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INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
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INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
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INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
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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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.1.</b>	<b>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.</b>
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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.2.</b>	<b>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.</b>
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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.3.</b>	<b>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.</b>
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.e.	Use appropriate conventions and style for the audience, purpose, and task.

**STANDARD /  
AREA OF  
LEARNING**

**English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.4.</b>	<b>Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.</b>
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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 109-120

**Utah Core Standards  
Language Arts  
Grade 10 - Adopted: 2023**

**STANDARD /  
AREA OF  
LEARNING**

**English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.SL.</b>	<b>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.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.SL.1.</b>	<b>Participate effectively in a range of conversations and collaborations on topics, texts, and issues.</b>
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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.R.</b>	<b>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.</b>
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)
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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.1.</b>	<b>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.</b>
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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.2.</b>	<b>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.</b>
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.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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.3.</b>	<b>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.</b>
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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.4.</b>	<b>Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.</b>
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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
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INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 121-138

Utah Core Standards

Language Arts

Grade 10 - Adopted: 2023

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

<b>OBJECTIVE / STRAND</b>	<b>9-10.R.</b>	<b>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.</b>
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)
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)

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
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.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.
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EXPECTATION / STANDARD	9-10.W.1.d.	Use appropriate conventions and style for the audience, purpose, and task.
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**STANDARD / AREA OF LEARNING**

**English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.2.</b>	<b>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.</b>

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.
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EXPECTATION / STANDARD	9-10.W.2.b.	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
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EXPECTATION / STANDARD	9-10.W.2.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
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EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
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**STANDARD / AREA OF LEARNING**

**English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.3.</b>	<b>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.</b>

EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
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**STANDARD / AREA OF LEARNING**

**English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.4.</b>	<b>Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.</b>

EXPECTATION / STANDARD	9-10.W.4.a.	Gather, assess, and synthesize information from credible sources on the topic.
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EXPECTATION / STANDARD	9-10.W.4.b.	Reflect on the evidence and generate ideas to demonstrate understanding of the topic and purpose.
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EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
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**STANDARD /  
AREA OF  
LEARNING**

**English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
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INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 139-142

**Utah Core Standards**

**Language Arts**

Grade 10 - Adopted: 2023

**STANDARD /  
AREA OF  
LEARNING**

**English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.R.</b>	<b>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.</b>
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INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
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INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
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INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
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INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
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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)
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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)
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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)
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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)
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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)
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**STANDARD / AREA OF LEARNING** English Language Arts Grade 9-10 (2023)

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.1.</b>	<b>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.</b>
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)

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.2.</b>	<b>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.</b>
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.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)

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.3.</b>	<b>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.</b>
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)

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
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<b>INDICATOR / CLUSTER</b>	<b>9-10.W.4.</b>	<b>Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.</b>
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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)

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
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INDICATOR / CLUSTER 9-10.W.5. Mastered in grade 5.

Utah Core Standards  
Language Arts  
Grade 10 - Adopted: 2023

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

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
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<b>INDICATOR / CLUSTER</b>	<b>9-10.W.1.</b>	<b>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.</b>
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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)

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
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<b>INDICATOR / CLUSTER</b>	<b>9-10.W.2.</b>	<b>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.</b>
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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.d.	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
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EXPECTATION / STANDARD	9-10.W.2.e.	Use appropriate conventions and style for the audience, purpose, and task.
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**STANDARD / AREA OF LEARNING** English Language Arts Grade 9-10 (2023)

OBJECTIVE / STRAND	9-10.W.	Writing (9-10.W): Students 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.
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**STANDARD / AREA OF LEARNING** English Language Arts Grade 9-10 (2023)

OBJECTIVE / STRAND	9-10.W.	Writing (9-10.W): Students 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.
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EXPECTATION / STANDARD	9-10.W.4.b.	Reflect on the evidence and generate ideas to demonstrate understanding of the topic and purpose.
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EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
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**STANDARD / AREA OF LEARNING** English Language Arts Grade 9-10 (2023)

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

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.1.</b>	<b>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.</b>

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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.2.</b>	<b>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.</b>

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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.3.</b>	<b>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.</b>
EXPECTATION / STANDARD	9-10.W.3.b.	Establish one or multiple point(s) of view, and introduce a setting, narrator and/or characters.
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.e.	Use appropriate conventions and style for the audience, purpose, and task.

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

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.

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**Utah Core Standards****Language Arts**

Grade 10 - Adopted: 2023

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

<b>OBJECTIVE / STRAND</b>	<b>9-10.R.</b>	<b>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.</b>
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)
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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.1.</b>	<b>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.</b>

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.

**STANDARD / AREA OF LEARNING**

**English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.4.</b>	<b>Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.</b>

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.

Utah Core Standards

Language Arts

Grade 10 - Adopted: 2023

**STANDARD /  
AREA OF  
LEARNING**

**English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.R.</b>	<b>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.</b>
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)
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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.1.</b>	<b>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.</b>
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.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.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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
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INDICATOR / CLUSTER	9- 10.W.5.	Mastered in grade 5.
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UNIT 8: FORMAL ESSAY MODELS Week 17 Page 167-174

**Utah Core Standards**

**Language Arts**

Grade 10 - Adopted: 2023

**STANDARD /  
AREA OF  
LEARNING**

**English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.R.</b>	<b>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.</b>
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INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
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INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
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INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
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INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
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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)
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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)
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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)
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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)
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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)
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**STANDARD /  
AREA OF  
LEARNING****English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.1.</b>	<b>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.</b>
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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.2.</b>	<b>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.</b>
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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.3.</b>	<b>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.</b>
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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.4.</b>	<b>Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.</b>

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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.

UNIT 8: FORMAL ESSAY MODELS Week 18 Page 175-184

**Utah Core Standards**  
**Language Arts**  
Grade 10 - Adopted: 2023

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

<b>OBJECTIVE / STRAND</b>	<b>9-10.R.</b>	<b>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.</b>
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)
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.	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
INDICATOR / CLUSTER	9-10.W.1.	<b>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.</b>
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.	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
INDICATOR / CLUSTER	9-10.W.2.	<b>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.</b>
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.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.	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
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<b>INDICATOR / CLUSTER</b>	<b>9-10.W.3.</b>	<b>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.</b>
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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)

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.4.</b>	<b>Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.</b>

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)

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
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INDICATOR / CLUSTER 9-10.W.5. Mastered in grade 5.

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

<b>OBJECTIVE / STRAND</b>	<b>9-10.R.</b>	<b>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.</b>
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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)
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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.1.</b>	<b>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.</b>
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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.2.</b>	<b>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.</b>
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.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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.3.</b>	<b>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.</b>

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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.4.</b>	<b>Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.</b>

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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
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INDICATOR / CLUSTER    9-10.W.5.    Mastered in grade 5.

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



<b>OBJECTIVE / STRAND</b>	<b>9-10.SL.</b>	<b>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.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.SL.1.</b>	<b>Participate effectively in a range of conversations and collaborations on topics, texts, and issues.</b>

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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.R.</b>	<b>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.</b>
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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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.1.</b>	<b>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.</b>

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)

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.2.</b>	<b>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.</b>

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)

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.3.</b>	<b>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.</b>

EXPECTATION / STANDARD 9-10.W.3.a. Engage and orient the reader by describing a problem, situation, or observation.

EXPECTATION / STANDARD 9-10.W.3.b. Establish one or multiple point(s) of view, and introduce a setting, narrator and/or characters.

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.e. Use appropriate conventions and style for the audience, purpose, and task.

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

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.4.</b>	<b>Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.</b>

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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
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INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.
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UNIT 9: RESPONSE TO LITERATURE Week 21 Page 229-248

**Utah Core Standards  
Language Arts  
Grade 10 - Adopted: 2023**

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

<b>OBJECTIVE / STRAND</b>	<b>9-10.SL.</b>	<b>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.</b>
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<b>INDICATOR / CLUSTER</b>	<b>9-10.SL.1.</b>	<b>Participate effectively in a range of conversations and collaborations on topics, texts, and issues.</b>
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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.
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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.
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**STANDARD / AREA OF LEARNING**      **English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.R.</b>	<b>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.</b>
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INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
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INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
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INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
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INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
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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)
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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.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.12.	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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.1.</b>	<b>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.</b>
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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.2.</b>	<b>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.</b>
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.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.
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**STANDARD / AREA OF LEARNING**                      **English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.3.</b>	<b>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.</b>

EXPECTATION / STANDARD	9-10.W.3.a.	Engage and orient the reader by describing a problem, situation, or observation.
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EXPECTATION / STANDARD	9-10.W.3.b.	Establish one or multiple point(s) of view, and introduce a setting, narrator and/or characters.
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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.
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EXPECTATION / STANDARD	9-10.W.3.e.	Use appropriate conventions and style for the audience, purpose, and task.
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**STANDARD / AREA OF LEARNING**                      **English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.4.</b>	<b>Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.</b>

EXPECTATION / STANDARD	9-10.W.4.c.	Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
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**STANDARD / AREA OF LEARNING**                      **English Language Arts Grade 9-10 (2023)**

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

<b>OBJECTIVE / STRAND</b>	<b>9-10.SL.</b>	<b>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.</b>
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<b>INDICATOR / CLUSTER</b>	<b>9-10.SL.1.</b>	<b>Participate effectively in a range of conversations and collaborations on topics, texts, and issues.</b>
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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.
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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.
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**STANDARD / AREA OF LEARNING**                      **English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.R.</b>	<b>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.</b>
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INDICATOR / CLUSTER	9-10.R.1.	Mastered in preschool.
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INDICATOR / CLUSTER	9-10.R.2.	Mastered in grade 3.
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INDICATOR / CLUSTER	9-10.R.3.	Mastered in grade 5.
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INDICATOR / CLUSTER	9-10.R.4.	Read grade-level text with accuracy and fluency to support comprehension. (RL & RI)
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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)
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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)
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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)
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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)
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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)
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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)
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**STANDARD / AREA OF LEARNING**                      **English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.1.</b>	<b>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.</b>

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)

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.2.</b>	<b>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.</b>

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.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)

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.3.</b>	<b>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.</b>

EXPECTATION / STANDARD 9-10.W.3.a. Engage and orient the reader by describing a problem, situation, or observation.

EXPECTATION / STANDARD 9-10.W.3.b. Establish one or multiple point(s) of view, and introduce a setting, narrator and/or characters.

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.e. Use appropriate conventions and style for the audience, purpose, and task.

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

<b>OBJECTIVE / STRAND</b>	9-10.W.	<b>Writing (9-10.W):</b> Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.
<b>INDICATOR / CLUSTER</b>	9-10.W.4.	<b>Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.</b>

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)

<b>OBJECTIVE / STRAND</b>	9-10.W.	<b>Writing (9-10.W):</b> Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.
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INDICATOR / CLUSTER 9-10.W.5. Mastered in grade 5.

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Language Arts  
Grade 10 - Adopted: 2023

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

<b>OBJECTIVE / STRAND</b>	9-10.SL.	<b>Speaking and Listening (9-10.SL):</b> 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.
<b>INDICATOR / CLUSTER</b>	9-10.SL.1.	<b>Participate effectively in a range of conversations and collaborations on topics, texts, and issues.</b>

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)

<b>OBJECTIVE / STRAND</b>	9-10.R.	<b>Reading (9-10.R):</b> 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.
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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.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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.1.</b>	<b>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.</b>
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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.2.</b>	<b>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.</b>
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.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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.3.</b>	<b>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.</b>
EXPECTATION / STANDARD	9-10.W.3.a.	Engage and orient the reader by describing a problem, situation, or observation.
EXPECTATION / STANDARD	9-10.W.3.b.	Establish one or multiple point(s) of view, and introduce a setting, narrator and/or characters.
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.e.	Use appropriate conventions and style for the audience, purpose, and task.

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

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.4.</b>	<b>Conduct more sustained research projects to craft an argument, answer a question, or provide an analysis.</b>
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)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.

**STANDARD /  
AREA OF  
LEARNING**

**English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.R.</b>	<b>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.</b>
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<b>INDICATOR / CLUSTER</b>	<b>9-10.R.8.</b>	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)
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**STANDARD /  
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**English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.1.</b>	<b>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.</b>

<b>EXPECTATION / STANDARD</b>	<b>9-10.W.1.d.</b>	Use appropriate conventions and style for the audience, purpose, and task.
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**STANDARD /  
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**English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.2.</b>	<b>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.</b>

<b>EXPECTATION / STANDARD</b>	<b>9-10.W.2.b.</b>	Develop the topic with relevant facts, extended definitions, concrete details, quotations, and examples.
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<b>EXPECTATION / STANDARD</b>	<b>9-10.W.2.d.</b>	Use precise language and content-specific vocabulary to clarify the relationships of the ideas.
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<b>EXPECTATION / STANDARD</b>	<b>9-10.W.2.e.</b>	Use appropriate conventions and style for the audience, purpose, and task.
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**STANDARD /  
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**English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
<b>INDICATOR / CLUSTER</b>	<b>9-10.W.3.</b>	<b>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.</b>

<b>EXPECTATION / STANDARD</b>	<b>9-10.W.3.e.</b>	Use appropriate conventions and style for the audience, purpose, and task.
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**STANDARD /  
AREA OF  
LEARNING**

**English Language Arts Grade 9-10 (2023)**

<b>OBJECTIVE / STRAND</b>	<b>9-10.W.</b>	<b>Writing (9-10.W): Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.</b>
INDICATOR / CLUSTER	9-10.W.5.	Mastered in grade 5.