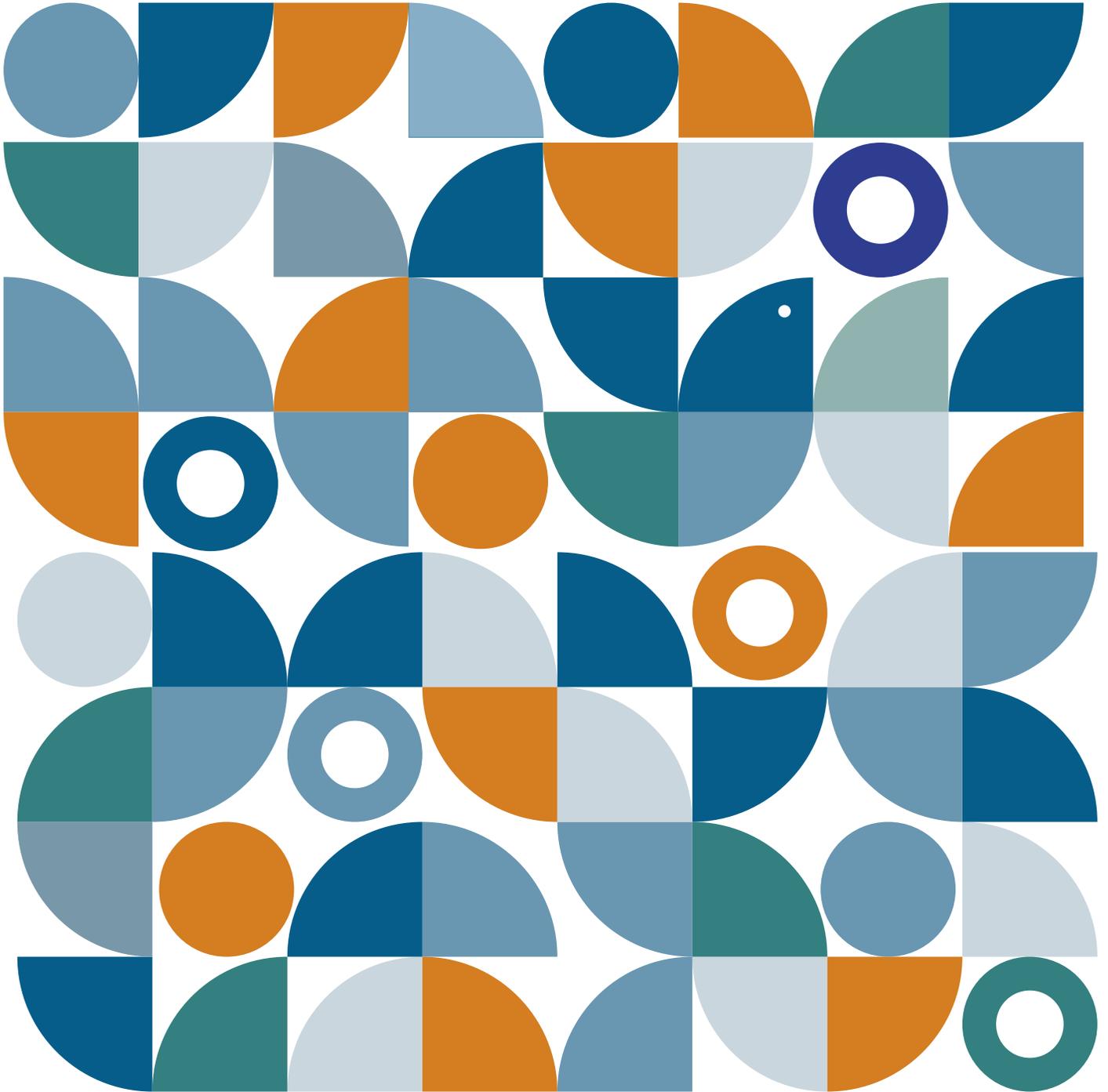


A **CORE GUIDE**  
TO THE UTAH  
**ENGLISH LANGUAGE**  
**ARTS (ELA)**  
STANDARDS

# PRESCHOOL AGE 3



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# PRESCHOOL AGE 3

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## UTAH CORE GUIDE *for* **P-12 ENGLISH LANGUAGE ARTS**



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# PRESCHOOL-AGE 3

## **SPEAKING AND LISTENING**

### **P3.SL.1**

#### **Strand: SPEAKING AND LISTENING (P3.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.

- **Standard P3.SL.1:** With prompting and support, participate in conversations with peers and adults.
  - a. Begin to recognize rules for discussion such as listening to others, staying on topic, and taking turns speaking.
  - b. Follow one-step directions.

#### **CONCEPTS AND SKILLS TO MASTER**

- Participate in conversations with peers and adults.
- Begin to recognize rules for discussions.
- Listen to others during discussions.
- Stay on topic of conversation.
- Take turns speaking during discussions.
- Follow one-step directions.

#### **CRITICAL BACKGROUND KNOWLEDGE**

N/A

#### **RELATED STANDARDS: Current Grade Level**

- **Standard P3.SL.2:** With prompting and support, speak clearly and audibly enough to be understood by familiar adults to communicate wants and needs.
- **Standard P3.SL.3:** With prompting and support, use age-appropriate language, grammar, volume, and pronunciation when speaking or presenting.

**RELATED STANDARDS: Future Grade Level**

- **Standard P4.SL.1:** Participate in conversations with peers and adults, using age-appropriate vocabulary on topics and texts.
  - a. Follow agreed-upon rules for discussions such as listening to others, staying on topic, and taking turns speaking.
  - b. Follow two-step directions.
  - c. Express own ideas.

**ACADEMIC LANGUAGE**

Prompting

**ASSESSMENT EXEMPLARS**

- Students discuss what they have learned about \_\_\_\_\_ with a partner in a small group. Use a rubric to assess if they followed agreed upon rules for discussions:
  - ▶ Participate in conversation.
  - ▶ Stay on topic.
  - ▶ Listen to others.
  - ▶ Taking turns speaking.
- Teacher poses a question for students to answer in large group time such as their favorite toy, what they like to do outside, etc. Use a rubric to assess if they followed agreed upon rules for discussions:
  - ▶ Participate in conversation.
  - ▶ Stay on topic.
  - ▶ Listen to others.
  - ▶ Taking turns speaking.
- Teacher gives student simple one-step direction to follow such as:
  - ▶ Put your hands on your head.
  - ▶ Line up to go outside.
  - ▶ Go sit on the carpet.

**P3.SL.2****Strand: SPEAKING AND LISTENING (P3.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.

- **Standard P3.SL.2:** With prompting and support, speak clearly and audibly enough to be understood by familiar adults to communicate wants and needs.

**CONCEPTS AND SKILLS TO MASTER**

- Speak clearly while expressing wants and needs.
- Speak audibly while expressing wants and needs.

**CRITICAL BACKGROUND KNOWLEDGE**

N/A

**RELATED STANDARDS: Current Grade Level**

- **Standard P3.SL.1:** With prompting and support, participate in conversations with peers and adults.
  - a. Begin to recognize rules for discussion such as listening to others, staying on topic, and taking turns speaking.
  - b. Follow one-step directions.
- **Standard P3.SL.3:** With prompting and support, use age-appropriate language, grammar, volume, and pronunciation when speaking or presenting.

**RELATED STANDARDS: Future Grade Level**

- **Standard P4.SL.2:** Speak clearly and audibly in sentences of varying lengths to communicate wants, needs, experiences, thoughts, and emotions.

**ACADEMIC LANGUAGE**

Prompting and audibly

**ASSESSMENT EXEMPLARS**

- Assess students' ability to speak clearly and audibly over several different opportunities. Some prompting and support may be needed:
  - ▶ Is the student able to ask to use the restroom?
  - ▶ Is the student able to ask for help?
  - ▶ Is the student able to be understood when speaking?

**P3.SL.3****Strand: SPEAKING AND LISTENING (P3.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.

- **Standard P3.SL.3:** With prompting and support, use age-appropriate language, grammar, volume, and pronunciation when speaking or presenting.

#### CONCEPTS AND SKILLS TO MASTER

- Use age-appropriate language when speaking or presenting.
- Use age-appropriate grammar when speaking or presenting.
- Use age-appropriate volume when speaking or presenting.
- Use age-appropriate pronunciation when speaking or presenting.

#### CRITICAL BACKGROUND KNOWLEDGE

N/A

#### RELATED STANDARDS: Current Grade Level

- **Standard P3.SL.1:** With prompting and support, participate in conversations with peers and adults.
  - a. Begin to recognize rules for discussion such as listening to others, staying on topic, and taking turns speaking.
  - b. Follow one-step directions.
- **Standard P3.SL.2:** With prompting and support, speak clearly and audibly enough to be understood by familiar adults to communicate wants and needs.

#### RELATED STANDARDS: Future Grade Level

- **Standard P4.SL.3:** Use age-appropriate language, grammar, volume, and pronunciation when speaking or presenting.

#### ACADEMIC LANGUAGE

Pronunciation

#### ASSESSMENT EXEMPLARS

- During opportunities to speak in front of large or small groups, use a rubric to assess the student on their ability to use age-appropriate: (Students may need prompting and support.)
  - ▶ Language
  - ▶ Grammar
  - ▶ Volume
  - ▶ Pronunciation

## READING

### **P3.R.1**

#### **Strand: READING (P3.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. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard P3.R.1:** Demonstrate mastery of age-appropriate concepts of print.
  - a. With prompting and support, correctly hold a book and recognize that print is read from top to bottom, left to right, and from front to back.
  - b. With prompting and support, begin to recognize frequently seen letters and words, and recognize own name in print.

#### **CONCEPTS AND SKILLS TO MASTER**

- With prompting and support, correctly hold a book.
- With prompting and support, demonstrate that print is read from top to bottom.
- With prompting and support, demonstrate that print is read from left to right.
- With prompting and support, demonstrate that print is read from front to back.
- With prompting and support, identify frequently seen letters and words.
- Recognize own name in print.

#### **CRITICAL BACKGROUND KNOWLEDGE**

N/A

#### **RELATED STANDARDS: Current Grade Level**

- **Standard P3.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. With prompting and support, begin to identify seven or more consonant names and sounds using one-to-one letter-sound correspondence (alphabetic principle).
  - b. With prompting and support, begin to identify one or more vowel names and short vowel sounds using

one-to-one letter-sound correspondence (alphabetic principle).

### RELATED STANDARDS: Future Grade Level

- **Standard P4.R.1:** Demonstrate mastery of age-appropriate concepts of print.
  - a. Correctly hold a book and demonstrate that print is read from top to bottom, left to right, and from front to back.
  - b. Begin to identify frequently seen letters and words, recognizing that words are made up of letters.

### ACADEMIC LANGUAGE

Demonstrate and prompting

### ASSESSMENT EXEMPLARS

- An age appropriate book is placed on a table in front of the student. The teacher asks the following questions:
  - ▶ Can you pick up the book?
  - ▶ Can you point to where you would start reading?
  - ▶ Where do you go next?
- Show the student a paper with high frequency words and letters on it. With prompting and support, have them point to a word. With prompting and support, have them point to a letter.
- Have the student identify their name among other student names in the class.

## P3.R.2

### Strand: READING (P3.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. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard P3.R.2:** Demonstrate mastery of age-appropriate phonological awareness skills.
  - a. With prompting and support, explore rhyming words and alliteration.
  - b. With prompting and support, explore syllables in simple words.
  - c. With prompting and support, identify initial sounds in spoken language.

**CONCEPTS AND SKILLS TO MASTER**

- Recognize rhyming words.
- Recognize alliteration.
- Segment simple words into syllables.
- Identify initial sounds in spoken language.

**CRITICAL BACKGROUND KNOWLEDGE**

N/A

**RELATED STANDARDS: Current Grade Level**

- **Standard P3.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. With prompting and support, begin to identify seven or more consonant names and sounds using one-to-one letter-sound correspondence (alphabetic principle).
  - b. With prompting and support, begin to identify one or more vowel names and short vowel sounds using one-to-one letter-sound correspondence (alphabetic principle).

**RELATED STANDARDS: Future Grade Level**

- **Standard P4.R.2:** Demonstrate mastery of age-appropriate phonological awareness skills.
  - a. Recognize rhyming words and alliteration.
  - b. With prompting and support, segment words into syllables.
  - c. Identify initial sounds in spoken language.
  - d. Identify the base parts that make up a compound word.
  - e. With prompting and support, blend and segment initial sounds of single-syllable spoken words.
  - f. With prompting and support, blend and segment single-syllable words into individual phonemes.

**ACADEMIC LANGUAGE**

Phonological awareness, rhyming, and alliteration

**ASSESSMENT EXEMPLARS**

- Ask the students if the words dog and hog rhyme? Do the words bed and sun rhyme?
- Ask the students if the words dog and chip have the same initial sound? Do the words cup and cow have the same initial sound? What is a word that has the same initial sound as mud?

- Ask the students to segment the word turkey into syllables. The student responds with tur-key.

**P3.R.3****Strand: READING (P3.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. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard P3.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. With prompting and support, begin to identify seven or more consonant names and sounds using one-to-one letter-sound correspondence (alphabetic principle).
  - b. With prompting and support, begin to identify one or more vowel names and short vowel sounds using one-to-one letter-sound correspondence (alphabetic principle).

**CONCEPTS AND SKILLS TO MASTER**

- Identify seven or more letter names.
- Identify seven or more letter sounds.
- Identify one or more short vowel names and sounds.

**CRITICAL BACKGROUND KNOWLEDGE**

N/A

**RELATED STANDARDS: Current Grade Level**

- **Standard P3.R.1:** Demonstrate mastery of age-appropriate concepts of print.
  - a. With prompting and support, correctly hold a book and recognize that print is read from top to bottom, left to right, and from front to back.
  - b. With prompting and support, begin to recognize frequently seen letters and words and recognize own name in print.
- **Standard P3.R.2:** Demonstrate mastery of age-appropriate phonological awareness skills.
  - a. With prompting and support, explore rhyming words and alliteration.

- b. With prompting and support, explore syllables in simple words.
- c. With prompting and support, identify initial sounds in spoken language.

#### RELATED STANDARDS: Future Grade Level

- **Standard P4.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Identify 13 or more of the consonant names and sounds using one-to-one letter-sound correspondence (alphabetic principle).
  - b. Identify three or more vowel names and short vowel sounds using one-to-one letter-sound correspondence (alphabetic principle).

#### ACADEMIC LANGUAGE

Phonics, consonant, and correspondence

#### ASSESSMENT EXEMPLARS

- Given a sheet of randomized letters students correctly identify at least seven letter names. What is the name of this letter?
- Given a sheet of randomized letters students correctly identify at least seven letter sounds. What sound does this letter make?

### **P3.R.4**

#### Strand: READING (P3.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. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard P3.R.4:** Begins in kindergarten.

### **P3.R.5**

#### Strand: READING)

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. \*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.

- **Standard P3.R.5:** With prompting and support, ask and answer simple questions about a text. (RL and RI)

#### CONCEPTS AND SKILLS TO MASTER

- Ask simple questions about a text.
- Answer simple questions about a text.

#### CRITICAL BACKGROUND KNOWLEDGE

N/A

#### RELATED STANDARDS: Current Grade Level

- **Standard P3.SL.1:** With prompting and support, participate in conversations with peers and adults.
  - a. Begin to recognize rules for discussion such as listening to others, staying on topic, and taking turns speaking.
  - b. Follow one-step directions.
- **Standard P3.SL.2:** With prompting and support, speak clearly and audibly enough to be understood by familiar adults to communicate wants and needs.
- **Standard P3.SL.3:** With prompting and support, use age-appropriate language, grammar, volume, and pronunciation when speaking or presenting.

#### RELATED STANDARDS: Future Grade Level

- **Standard P4.R.5:** With prompting and support, ask and answer questions and make connections about a text. (RL and RI)

#### ACADEMIC LANGUAGE

Prompting

#### ASSESSMENT EXEMPLARS

- After reading a story as a class, students answer simple questions about the text with support from the teacher as needed.
- After reading a story as a class, students ask simple questions about the text with support from the teacher as needed.

**P3.R.6-7****Strand: READING (P3.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. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard P3.R.6-7:** With prompting and support, begin to retell simple texts. (RL and RI)

**CONCEPTS AND SKILLS TO MASTER**

- Retell simple or familiar story.

**CRITICAL BACKGROUND KNOWLEDGE**

N/A

**RELATED STANDARDS: Current Grade Level**

- **Standard P3.R.5:** With prompting and support, ask and answer simple questions about a text. (RL and RI)
- **Standard P3.SL.1:** With prompting and support, participate in conversations with peers and adults.
  - a. Begin to recognize rules for discussion such as listening to others, staying on topic, and taking turns speaking.
  - b. Follow one-step directions.

**RELATED STANDARDS: Future Grade Level**

- **Standard P4.R.6-7:** With prompting and support, retell simple texts, including event sequence and characters. (RL and RI)

**ACADEMIC LANGUAGE**

Retell

**ASSESSMENT EXEMPLARS**

- After reading a simple text, with prompting and support, ask students to retell the story.

## WRITING

### **P3.W.1-3**

#### Strand: WRITING (P3.W)

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard P3.W.1-3:** With prompting and support, begin to experiment with speaking and writing while representing ideas visually (e.g., scribbles, stamps, stickers, or gluing pictures on paper).

#### CONCEPTS AND SKILLS TO MASTER

- Experiment with speaking and writing.
- Represent ideas visually.

#### CRITICAL BACKGROUND KNOWLEDGE

N/A

#### RELATED STANDARDS: Current Grade Level

- **Standard P3.W.5:** With prompting and support, print some age-appropriate prewriting strokes.
- **Standard P3.SL.2:** With prompting and support, speak clearly and audibly enough to be understood by familiar adults to communicate wants and needs.
- **Standard P3.SL.3:** With prompting and support, use age-appropriate language, grammar, volume, and pronunciation when speaking or presenting.

#### RELATED STANDARDS: Future Grade Level

- **Standard P4.W.1:** Verbally share an opinion and visually represent that opinion using simple drawing and writing (e.g., scribble writing with letter-like formations).
- **Standard P4.W.2:** Verbally share information and visually represent that information using simple drawing and writing (e.g., scribble writing with letter-like formations).
- **Standard P4.W.3:** Verbally share a narrative and visually represent that narrative using simple drawing and writing (e.g., scribble writing with letter-like formations).

**ACADEMIC LANGUAGE**

Visually

**ASSESSMENT EXEMPLARS**

- After learning/reading about a topic, ask students to respond in drawing and/or writing with a prompt. For example: “Write and draw about what you like to do at the park.”
- Students have access to a variety of materials such as markers, crayons, pencils, stamps, stickers, or gluing pictures on paper to represent ideas visually.
- The teacher can ask the student about the illustration and narrate it to the teacher. Then the teacher can write down the student's words to show that their illustration, narration, and letters represent words in written print.

**P3.W.4****Strand: WRITING (P3.W)**

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard P3.W.4:** Participate in shared writing projects.
  - a. With prompting and support, recall information from experiences or learned information and share it with others.
  - b. With prompting and support, interact and collaborate with others.

**CONCEPTS AND SKILLS TO MASTER**

- Recall information from experiences.
- Recall learned information.
- Interact with others.
- Collaborate with others.

**CRITICAL BACKGROUND KNOWLEDGE**

N/A

**RELATED STANDARDS: Current Grade Level**

- **Standard P3.W.5:** With prompting and support, print some age-appropriate prewriting strokes.
- **Standard P3.SL.1:** With prompting and support, participate in conversations with peers and adults.

- a. Begin to recognize rules for discussion such as listening to others, staying on topic, and taking turns speaking.
- b. Follow one-step directions.

#### **RELATED STANDARDS: Future Grade Level**

- **Standard P4.W.4:** Participate in shared writing projects.
  - a. Recall information from experiences or learned information and share it with others.
  - b. Interact and collaborate with others.

#### **ACADEMIC LANGUAGE**

Recall, interact, and collaborate

#### **ASSESSMENT EXEMPLARS**

- Conduct a group discussion to recall information on \_\_\_\_\_. As a group, use a teacher-modeled template to produce and publish a writing product.
- Allow opportunities for students to interact and collaborate with others.

### **P3.W.5**

#### **Strand: WRITING (P3.W)**

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard P3.W.5:** With prompting and support, print some age-appropriate prewriting strokes.

#### **CONCEPTS AND SKILLS TO MASTER**

- Form basic handwriting strokes (vertical, horizontal, diagonal, and curved lines and circles).
- Hold pencil with correct grip.
- Use correct paper placement.

#### **CRITICAL BACKGROUND KNOWLEDGE**

N/A

#### **RELATED STANDARDS: Current Grade Level**

- **Standard P3.W.1-3:** With prompting and support, begin to experiment with speaking and writing while representing ideas visually (e.g., scribbles, stamps, stickers, or gluing pictures on paper).

**RELATED STANDARDS: Future Grade Level**

- **Standard P4.W.5:** Print some mock letters, scribbles, or manuscript letters, including those in own name.

**ACADEMIC LANGUAGE**

N/A

**ASSESSMENT EXEMPLARS**

- Students are able to trace straight and curved lines.
- Students are able to mimic modeled pre-writing strokes.
- Students are able to trace the letters in their name.
- Students are able to write the first letter in their name or their entire name.

## GRAMMAR AND CONVENTIONS PROGRESSION CHART

The following table provides a suggested list of grammar and conventions for teachers to use when implementing the P–12 Utah English Language Arts Standards, specifically writing standards 1–3 and speaking and listening standard 3. Teaching grammar and conventions is a component of overall language instruction. Therefore, this instruction needs to be embedded within contexts where students are authentically producing and consuming language (i.e., reading, writing, and speaking and listening) rather than taught as isolated skills.

[Language and Convention Skills Table.docx](#)

### Language and Convention Skills

GRADE	P3	P4	K	1	2	3	4	5	6	7-8	9-10	11-12
Capitalize the first word in a sentence and the pronoun I.												
Use common nouns, verbs, and prepositions.												
Distinguish between common and proper nouns and capitalize appropriately.												
Use singular and plural nouns with matching verbs.												
Use personal, possessive, and indefinite pronouns.												
Use reflexive pronouns.												
Recognize and correct inappropriate shifts in pronoun number and person.												
Recognize and correct vague pronouns (i.e., those with unclear or ambiguous antecedents).												
Use verbs to convey a sense of past, present, and future.												
Form and use the past tense of frequently occurring irregular verbs.												
Follow subject-verb and pronoun-antecedent agreement.												
Recognize and correct inappropriate shifts in verb tense.												
Use common adjectives, conjunctions, and determiners.												

(Continued)

GRADE	P3	P4	K	1	2	3	4	5	6	7-8	9-10	11-12
Use adjectives and adverbs, and choose between them depending on what is to be modified.												
Use end punctuation for sentences.												
Use an apostrophe to form contractions and frequently occurring possessives.												
Use punctuation to separate items in a series.												
Use punctuation (i.e., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.												
Select words and phrases for effect.												
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.												
Correctly use frequently confused words and homophones (e.g., to/too/two; there/their).												
Use hyphens correctly.												
Choose words and phrases to convey ideas precisely and clearly.												
Use correct punctuation for effect (i.e., dashes, semi-colons, etc.).												
Vary sentence patterns for meaning, reader/listener interest, and style.												
Maintain consistency in style and tone.												
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.												
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.												
Recognize and correct inappropriate shifts in active/passive voice and mood.												
Use parallel structure.												



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