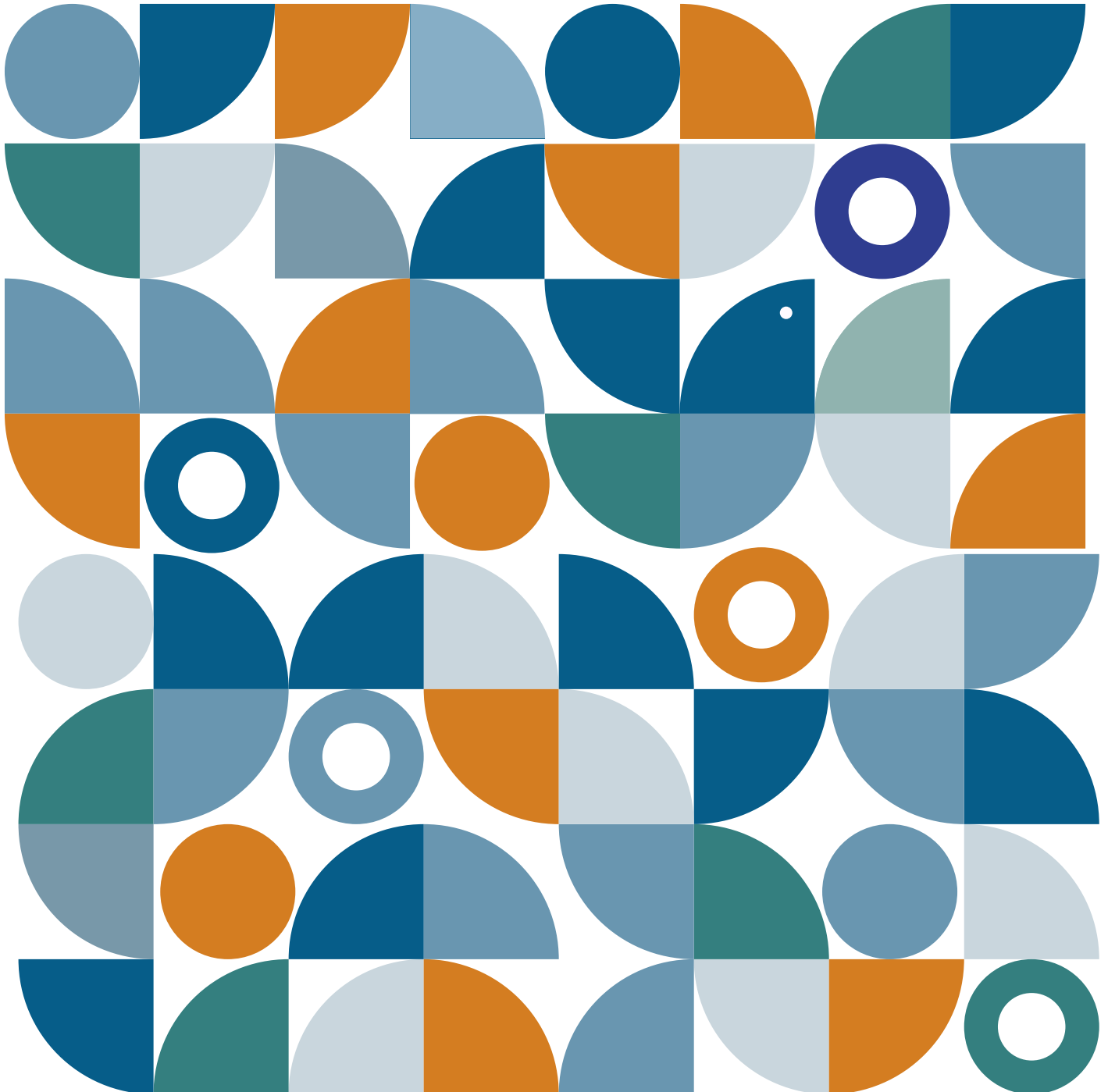Utah State Board of Education | Teaching and Learning

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

PRESCHOOL AGE 4

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PRESCHOOL AGE 4

UTAH CORE GUIDE
for
P–12 ENGLISH LANGUAGE ARTS

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PRESCHOOL–AGE 4

SPEAKING AND LISTENING

P4.SL.1

Strand: SPEAKING AND LISTENING (P4.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 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.

CONCEPTS AND SKILLS TO MASTER

- ❙ Participate in conversations with peers and adults.
- ❙ Use age-appropriate vocabulary.
- ❙ Stay on topic of conversation.
- ❙ Follow agreed-upon rules for discussions.
- ❙ Listen to others during discussions.
- ❙ Take turns speaking during discussions.
- ❙ Follow two-step directions.
- ❙ Express own ideas.

CRITICAL BACKGROUND KNOWLEDGE

■ **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: Current Grade Level

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

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

RELATED STANDARDS: FUTURE GRADE LEVEL

- **Standard K.SL.1:** Participate in a range of 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, raising hands, and taking turns speaking during discussion.
  b. Continue a conversation through multiple exchanges and gain attention appropriately.
  c. Express own ideas in small and large groups.

ACADEMIC LANGUAGE

Collaborate, integrate, and communicative purposes

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.
  - Use appropriate vocabulary.
  - Stay on topic.
  - Listen to others.
  - Take turns speaking.
  - Express own ideas.

- Teacher poses a question for students to answer in large group time such as their thing to eat, what they like to do outside, etc. Use a rubric to assess if they followed agreed upon rules for discussions:
  - Participate in conversation.
  - Use appropriate vocabulary.
  - Stay on topic.
  - Listen to others.
  - Take turns speaking.
  - Express own ideas.

- Teacher gives student simple two-step direction to follow such as:
  - Pick up the ball and put it in the basket.
  - Go get a book and sit on the carpet.

P4.SL.2

Strand: SPEAKING AND LISTENING (P4.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 P4.SL.2:** Speak clearly and audibly in sentences of varying lengths to communicate wants, needs, experiences, thoughts, and emotions.

CONCEPTS AND SKILLS TO MASTER

❙ Speak clearly while expressing wants, needs, experiences, and emotions.

❙ Speak audibly while expressing wants, needs, experiences, and emotions.

CRITICAL BACKGROUND KNOWLEDGE

■ **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: Current 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.

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

RELATED STANDARDS: Future Grade Level

■ **Standard K.SL.2:** Speak clearly and audibly while expressing thoughts, emotions, and ideas.
   a. Follow agreed-upon rules for discussions such as listening to others, raising hands, and taking turns speaking during discussion.
   b. Continue a conversation through multiple exchanges and gain attention appropriately.
   c. Express own ideas in small and large groups.

ACADEMIC LANGUAGE

Audibly

ASSESSMENT EXEMPLARS

▌ Assess students' proficiency in clear and audible speaking over several different opportunities, such as:

> ▸ Is the student able to ask to use the restroom?
> ▸ Is the student able to ask for help?
> ▸ Is the student able to tell you about what they did over the weekend?
> ▸ Is the student able to tell you how they feel?

P4.SL.3

Strand: SPEAKING AND LISTENING (P4.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 P4.SL.3:** 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

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

RELATED STANDARDS: **Current 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.

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

RELATED STANDARDS: Future Grade Level

■ **Standard K.SL.3:** Use age-appropriate language, grammar, volume, and pronunciation when speaking or presenting and use visual displays, when appropriate, to describe information to others.

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

P4.R.1

Strand 2: READING (P4.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 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.

CONCEPTS AND SKILLS TO MASTER

❚ Correctly hold a book.

- Demonstrate that print is read from top to bottom, left to right, and front to back.
- Recognize that words are made up of letters.
- Identify frequently seen letters and words.

CRITICAL BACKGROUND KNOWLEDGE

- **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.

RELATED STANDARDS: **Current 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).

RELATED STANDARDS: **Future Grade Level**

N/A

ACADEMIC LANGUAGE

N/A

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. Have them point to a word. Have them point to a letter.

P4.R.2

Strand: READING (P4.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 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.

CONCEPTS AND SKILLS TO MASTER

- Recognize rhyming words.
- Recognize alliteration.
- Segment simple words into syllables.
- Identify initial sounds in spoken language.
- Identify the base parts that make up a compound word.
- Blend sounds of single-syllable spoken words.
- Segment initial sounds of single-syllable spoken words.
- Blend single-syllable words into individual phonemes.
- Segment single-syllable words into individual phonemes.

CRITICAL BACKGROUND KNOWLEDGE

- **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: **Current 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).

RELATED STANDARDS: **Future Grade Level**

■ **Standard K.R.2:**   Demonstrate mastery of age-appropriate phonological awareness skills.
    a. Blend and segment words at the syllable level.
    b. Identify the initial, medial, and final sound in two to three phoneme words.
    c. Substitute and delete one base part in a compound word.
    d. Pronounce, blend, and segment phonemes in 2–3 phoneme words — except for CVC words ending with /l/, /r/, *or* /k/ /s/ for the letter x.

ACADEMIC LANGUAGE

Phonological awareness, rhyming, alliteration, segment, syllables, compound word, blend, and phonemes

ASSESSMENT EXEMPLARS

❚ Ask the students if the words pot and hot rhyme? Do the words cat 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.

❚ Tell the students the word is cupcake. What are the two parts of this compound word?

❚ Ask students to blend the sounds /b/-/a/-/t/ The student responds with bat.

❚ Tell the students the word is sad. Segment the initial sound /s/-ad.

❚ Ask students to segment the word fan. The student responds with /f/-/a/-/n/.

❚ Tell the students the word is run. What is the initial sound?

P4.R.3

Strand: READING (P4.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 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).

CONCEPTS AND SKILLS TO MASTER

- Identify 13 or more letter names.
- Identify 13 or more letter sounds.
- Identify three or more short vowel names and sounds.

CRITICAL BACKGROUND KNOWLEDGE

- **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: Current 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.

- **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.

RELATED STANDARDS: Future Grade Level

■ **Standard K.R.3:** Demonstrate mastery of age-appropriate phonics skills.

a. Demonstrate mastery of all consonant names and sounds using one-to-one letter-sound correspondence (alphabetic principle).

b. Demonstrate mastery of short vowel sounds (/ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/) in isolation and in VC and CVC words in single-syllable words.

c. Demonstrate mastery of long vowel sounds (/ā/, /ē/, /ī/, /ō/, /ū/) associated with single letters; open syllables in single-syllable words (e.g., be, I, no).

d. Demonstrate mastery of segmenting and blending sounds in VC and CVC words when reading.

e. Read and spell common irregular words.

ACADEMIC LANGUAGE

Phonics, consonant, correspondence.

ASSESSMENT EXEMPLARS

▮ Given a sheet of randomized letters, students correctly identify at least 13 letter names. What is the name of this letter?

▮ Given a sheet of randomized letters, students correctly identify at least 13 letter sounds. What sound does this letter make?

P4.R.4

Strand: READING (P4.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 P4.R.5:** Begins in kindergarten.

P4.R.5

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

CONCEPTS AND SKILLS TO MASTER

❚ Ask questions and make connections about a text.

❚ Answer questions and make connections about a text.

CRITICAL BACKGROUND KNOWLEDGE

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

RELATED STANDARDS: Current 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.

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

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

RELATED STANDARDS: Future Grade Level

■ **Standard K.R.5:** With prompting and support, ask and answer questions about key details in text. (RL & RI)

ACADEMIC LANGUAGE

Prompting

ASSESSMENT EXEMPLARS

❙ After reading a story as a class, students answer questions about key details from the text with support from the teacher as needed.

❙ Teacher facilitates a discussion in which students, with prompting from the teacher, ask questions about key details from the text.

P4.R.6-7

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

CONCEPTS AND SKILLS TO MASTER

❙ Retell simple or familiar story.

❙ Sequence event details from a text.

❙ Share simple character details from a text.

CRITICAL BACKGROUND KNOWLEDGE

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

RELATED STANDARDS: Current Grade Level

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

■ **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.

RELATED STANDARDS: Future Grade Level

■ **Standard K.R.6:**   Retell familiar stories. (RL) Share key details from a text. (RI)

■ **Standard K.R.7:**   Identify the characters, settings, and important events in a story (RL) or pieces of information in a text. (RI)

ACADEMIC LANGUAGE

Sequence

ASSESSMENT EXEMPLARS

❚ After reading a text, ask students to retell the story by completing activities such as:
  ▸ What happened first?
  ▸ What happened next?
  ▸ What happened last?

❚ After reading a text, ask students about the characters in the story.

P4.R.8

Strand: READING (P4.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 P4.R.8:**   With prompting and support, begin to ask and answer questions about unknown words in a text. (RL & RI)

CONCEPTS AND SKILLS TO MASTER

❚ Ask questions about unknown words in a text.

❚ Answer questions about unknown words in a text.

CRITICAL BACKGROUND KNOWLEDGE

N/A

RELATED STANDARDS: Current Grade Level

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

■ **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.

RELATED STANDARDS: Future Grade Level

■ **Standard K.R.8:** Ask and answer questions about unknown words in a text. (RL & RI)

ACADEMIC LANGUAGE

N/A

ASSESSMENT EXEMPLARS

❚ After reading a story, the teacher facilitates a group discussion using questions such as:

‣ What words in the story were new for you?

‣ What words in the story were hard to understand?

‣ What do you think _____ means?

‣ What clues or pictures from the story made you think that?

WRITING

P4.W.1

Strand: WRITING (P4.W)

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

■ **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).

CONCEPTS AND SKILLS TO MASTER

❚ Verbally share an opinion.

❚ Represent an opinion using drawing and writing.

CRITICAL BACKGROUND KNOWLEDGE

■ **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: Current Grade Level

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

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

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

RELATED STANDARDS: Future Grade Level

- **Standard K.W.1:** Use a combination of drawing and writing to compose opinion pieces that provide a topic and an opinion.
  a. Write, produce, and expand a complete sentence.
  b. Use appropriate capitalization and end punctuation.

ACADEMIC LANGUAGE

Verbally, visually, and formations

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 beach."

- If the student is unable to write words the teachers can ask the student about the illustration and narrate 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.

P4.W.2

Strand: WRITING (P4.W)

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

- **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).

CONCEPTS AND SKILLS TO MASTER

- Verbally share information.
- Visually represent information with drawing and writing.

CRITICAL BACKGROUND KNOWLEDGE

- **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: Current Grade Level

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

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

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

RELATED STANDARDS: Future Grade Level

- **Standard K.W.2:** Use a combination of drawing and writing to compose informative/explanatory pieces and provide information about the topic.
  a. Write, produce, and expand a complete sentence.
  b. Use appropriate capitalization and end punctuation.

ACADEMIC LANGUAGE

Verbally, visually, and formations

ASSESSMENT EXEMPLARS

- Have students verbally share their visual representation of information with the class.

P4.W.3

Strand: WRITING (P4.W)

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

- **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).

CONCEPTS AND SKILLS TO MASTER

- Provide details about a narrative event using drawing and writing.

CRITICAL BACKGROUND KNOWLEDGE

■ **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: **Current Grade Level**

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

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

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

RELATED STANDARDS: **Future Grade Level**

■ **Standard K.W.3:** Use a combination of drawing and writing to compose narrative pieces about an event. Provide details about the event in the appropriate sequence and a reaction to what happened.
   a. Write, produce, and expand a complete sentence.
   b. Use appropriate capitalization and end punctuation.

ACADEMIC LANGUAGE

Verbally, narrative, visually, and formations

ASSESSMENT EXEMPLARS

❙ Have students verbally share their visual representation of a narrative event with the class.

P4.W.4

Strand: WRITING (P4.W)

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

■ **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.

CONCEPTS AND SKILLS TO MASTER

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

CRITICAL BACKGROUND KNOWLEDGE

- ■ **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.

RELATED STANDARDS: **Current Grade Level**

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

- ■ **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.

RELATED STANDARDS: **Future Grade Level**

- ■ **Standard K.W.4:** Participate in shared writing projects.
  - a. Recall information from experiences or learned information.
  - b. Interact and collaborate with others throughout the writing process.

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.

P4.W.5

Strand: WRITING (P4.W)

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

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

CONCEPTS AND SKILLS TO MASTER

- Form basic handwriting strokes (e.g., vertical, horizontal, diagonal, and curved lines and circles).
- Hold pencil with correct grip.
- Use correct paper placement.
- Use correct spacing between letters and words.
- Form letters correctly.

CRITICAL BACKGROUND KNOWLEDGE

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

RELATED STANDARDS: **Current 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).

RELATED STANDARDS: **Future Grade Level**

- **Standard K.W.5:** Legibly write all upper- and lowercase manuscript letters.

ACADEMIC LANGUAGE

Mock and manuscript

ASSESSMENT EXEMPLARS

- Students are able to write their name.

❚ Write specific letters using correct pencil grip and letter formation.

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.				■	■	■	■	■	■	■	■	■

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.										■	■	■