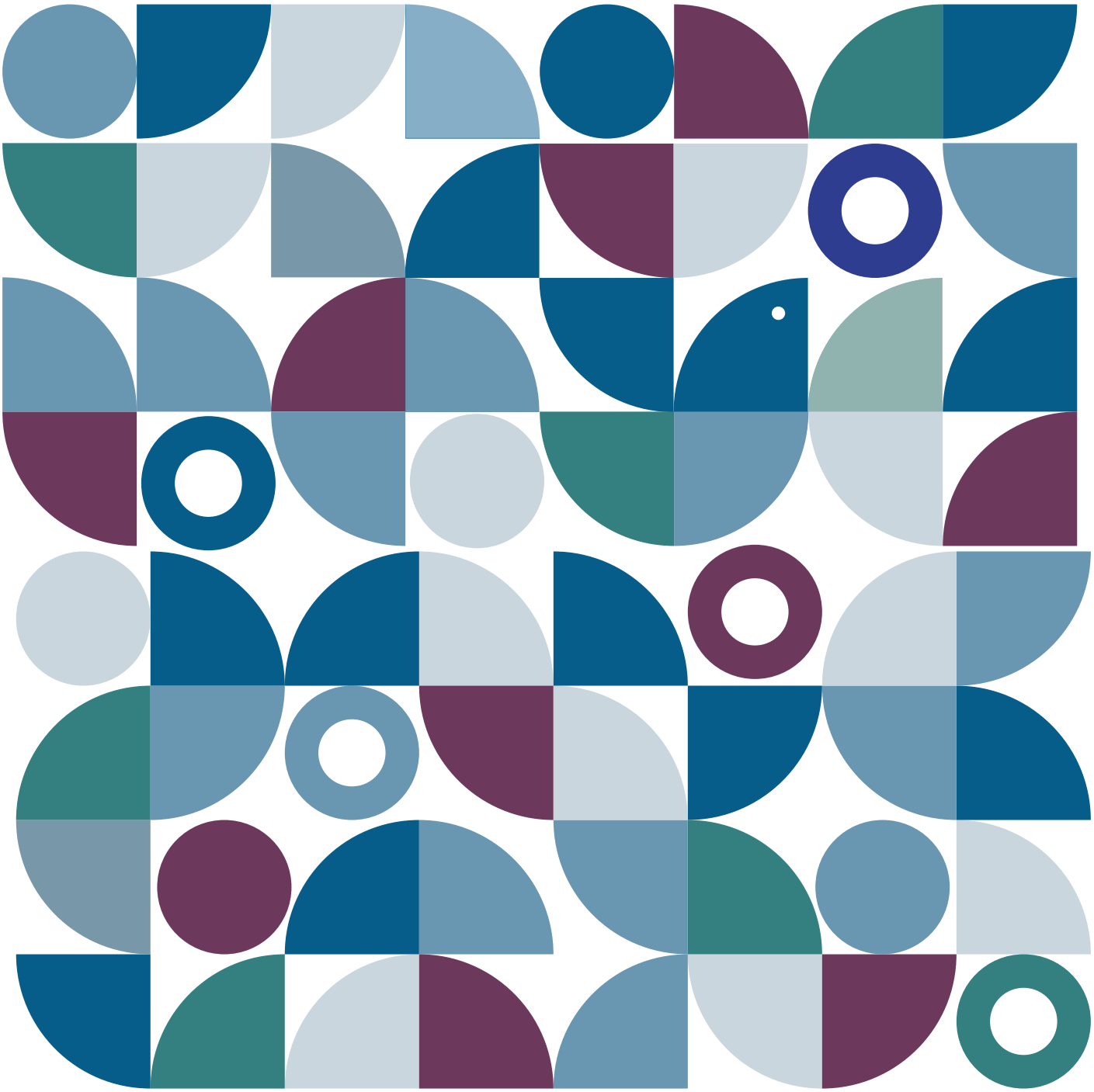
Utah State Board of Education | Teaching and Learning

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

KINDERGARTEN



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KINDERGARTEN

UTAH CORE GUIDE

for

P–12 ENGLISH LANGUAGE ARTS

Utah State Board of Education | Teaching and Learning

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KINDERGARTEN

SPEAKING AND LISTENING

K.SL.1

Strand: SPEAKING AND LISTENING (K.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 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.

CONCEPTS AND SKILLS TO MASTER

- Follow agreed-upon rules for discussions
- Listen to others during discussions
- Raise hand during discussions
- Take turns speaking during discussions
- Continue a conversation through multiple exchanges
- Gain attention appropriately
- Express own ideas in small and large groups

CRITICAL BACKGROUND KNOWLEDGE

- **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.

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c. Express own ideas.

RELATED STANDARDS: Current Grade Level

- **Standard K.SL.2:** Speak clearly and audibly while expressing thoughts, emotions, and ideas.
- **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.
- **Standard K.R.5:** With prompting and support, ask and answer questions about key details in text. (RL & RI)

RELATED STANDARDS: Future Grade Level

- **Standard 1.SL.1:** Participate effectively in a range of conversations with various partners, using age-appropriate vocabulary on topics and texts.
  - **a.** Continue a conversation through multiple exchanges while using appropriate tone and body language.
  - **b.** Express own ideas clearly in small and large groups and build on others' ideas.

ACADEMIC LANGUAGE

Discussion, conversation, and multiple exchanges

ASSESSMENT EXEMPLARS

- Students discuss what they have learned about _____ with a partner. Use a rubric to assess if they followed agreed upon rules for discussions, such as listening to others, taking turns speaking, continuing a conversation through multiple exchanges, and gaining attention appropriately.
- Pose a question for students to answer in large group time such as their favorite season, what they like to do at recess, etc. Use a rubric to assess if they followed agreed upon rules for discussions, such as listening to others, taking turns speaking, continuing a conversation through multiple exchanges, and gaining attention appropriately.

K.SL.2

Strand: SPEAKING AND LISTENING (K.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 K.SL.2:** Speak clearly and audibly while expressing thoughts, emotions, and ideas.

CONCEPTS AND SKILLS TO MASTER

- Speak clearly and audibly while expressing thoughts, emotions, and ideas.

CRITICAL BACKGROUND KNOWLEDGE

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

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

RELATED STANDARDS: Future Grade Level

- **Standard 1.SL.2:** Speak clearly and audibly while expressing thoughts, emotions, and ideas while asking and answering questions.

ACADEMIC LANGUAGE

Clear and audible

ASSESSMENT EXEMPLARS

- Assess students' proficiency in clear and audible speaking over several different opportunities, such as:
  - Peer-to-peer interactions
  - Show and tell

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- Speaking in a large group setting
- Speaking in a small group setting

K.SL.3

Strand: SPEAKING AND LISTENING (K.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 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.

CONCEPTS AND SKILLS TO MASTER

- Use age-appropriate language, grammar, volume, and pronunciation when speaking or presenting.
- Use visual displays, when appropriate to describe information to others.

CRITICAL BACKGROUND KNOWLEDGE

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

RELATED STANDARDS: Current 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.
- **Standard K.SL.2:** Speak clearly and audibly while expressing thoughts, emotions, and ideas.
- **Standard K.R.5:** With prompting and support, ask and answer questions about key details in text. (RL & RI)

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RELATED STANDARDS: Future Grade Level

- **Standard 1.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting and use visual displays, when appropriate, to describe or clarify information to others.

ACADEMIC LANGUAGE

Language, grammar, volume, pronunciation, presenting, and visual displays

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:
  - Grammar
  - Language
  - Volume
  - Pronunciation
  - Use of visual display

READING

K.R.2

Strand: READING (K.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 K.R.1.:** Mastered in preschool.
- **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 two to three phoneme words — except for CVC words ending with */l/, /r/, or /k/ /s/* for the letter x.

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CONCEPTS AND SKILLS TO MASTER

- Blend and segment words at the syllable level.
- Identify the initial, medial and final sound in two to three phoneme words.
- Substitute and delete one base part in a compound word.
- Pronounce, blend, and segment phonemes in two to three phoneme words — except for CVC words ending with */l/, /r/, or /k/ /s/* for the letter x.

CRITICAL BACKGROUND KNOWLEDGE

- **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: Current 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.
- **Standard K.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)

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RELATED STANDARDS: Future Grade Level

- **Standard 1.R.2:** Demonstrate mastery of age-appropriate phonological awareness skills.
  - **a.** Add, delete, and substitute initial and final phonemes in single-syllable words including blends.
  - **b.** Isolate, pronounce, blend, and segment sounds in four to five phoneme words, including blends.
  - **c.** Distinguish long and short vowel sounds in spoken single-syllable words.

ACADEMIC LANGUAGE

Syllable, initial sound, medial sound, final sound, phoneme, compound word, isolate, blend, segment, and substitute

ASSESSMENT EXEMPLARS

- Ask students to blend the sounds */b/-/a/-/t/.* The student responds with bat.
- 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, medial and/or final sound?
- Tell the students the word is daylight. What is the word without day? Students respond with light.
- Tell the students the word is snowball, change ball to man. Students respond with snowman.

K.R.3

Strand: READING (K.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 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.

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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.

CONCEPTS AND SKILLS TO MASTER

- Identify all letter names and consonant sounds
- Identify short vowel sounds in isolation and in VC and CVC words in single-syllable words.
- Identify long vowel sounds (*/ā/, /ē/, /ī/, /ō/, /ū/*) associated with single letters; open syllables in single-syllable words (e.g., be, I, no).
- Segment and blend sounds in VC and CVC words when reading.

CRITICAL BACKGROUND KNOWLEDGE

■ **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.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: Current 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 two to three phoneme words - except for CVC words ending with */l/, /r/, or /k/ /s/* for the letter x.

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■ **Standard K.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)

RELATED STANDARDS: Future Grade Level

■ **Standard 1.R.3:** Demonstrate mastery of age-appropriate phonics skills.

a. With prompting and support, identify and begin using consonant and vowel y while reading (i.e., consonant sound: */y/* as in yes, vowel sound: final sound */ī/* as in fly, final sound */ē/* as in baby, and medial sound */ĭ/* in gym).

b. With prompting and support, identify and begin reading and spelling words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le).

c. Demonstrate mastery of the hard and soft sounds of c and g.

d. Blend words with four to five phonemes when reading.

e. Decode two-syllable words by breaking the words into syllables (i.e., open, closed, VCe).

f. Read and spell words with common consonant digraphs (i.e., sh, ch, wh, th, ng).

g. Read age-appropriate compound words.

h. Read words with inflectional endings (i.e., -s, -ed, -ing, -er, -est).

i. Read and spell common irregular words.

ACADEMIC LANGUAGE

Consonant, sound, short vowel, syllable, single-syllable, long vowel, open syllable, segmenting, blending, and irregular words

ASSESSMENT EXEMPLARS

- Given a sheet of randomized upper and lowercase letters students correctly identify all letter names and/or sounds.
- Students accurately read a list of VC and CVC words (e.g., mat, sip, rug, hop, ten, on, at).
- Students accurately read decodable text including common irregular words, short vowel sounds and long vowel sounds in open, single-syllable words (e.g., I can run on the mat.)

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K.R.4

Strand: READING (K.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 K.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)

CONCEPTS AND SKILLS TO MASTER

- Concepts of print
- Grade-level phonemic awareness (K.R.2)
- Grade-level phonics (K.R.3)

CRITICAL BACKGROUND KNOWLEDGE

- **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.
- **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: Current 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 two to three phoneme words — except for CVC words ending with */l/*, */r/*, or */k/ /s/* for the letter x.

- **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.

RELATED STANDARDS: Future Grade Level

- **Standard 1.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)

ACADEMIC LANGUAGE

Accuracy, fluency, and comprehension

ASSESSMENT EXEMPLARS

- Students accurately read decodable text including common irregular words, short vowel sounds and long vowel sounds in open, single-syllable words (e.g., I can run on the mat.)
- Students read grade-level passages accurately and fluently.
- Students answer questions about the text after reading.

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K.R.5

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

CONCEPTS AND SKILLS TO MASTER

- With prompting and support, ask and answer questions about key details in a text.

CRITICAL BACKGROUND KNOWLEDGE

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

RELATED STANDARDS: Current 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.
- **Standard K.SL.2:** Speak clearly and audibly while expressing thoughts, emotions, and ideas.
- **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.

RELATED STANDARDS: Future Grade Level

- **Standard 1.R.5:** Ask and answer questions about key details in a text. (RL & RI)

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ACADEMIC LANGUAGE

Key details

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.

K.R.6

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

CONCEPTS AND SKILLS TO MASTER

- Retell familiar stories.
- Share key details from a text.

CRITICAL BACKGROUND KNOWLEDGE

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

RELATED STANDARDS: Current Grade Level

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

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RELATED STANDARDS: Future Grade Level

- **Standard 1.R.6:** Read a variety of texts including those from diverse cultures to identify and retell the main idea and key details of a text. (RL & RI)

ACADEMIC LANGUAGE

Retell and key details

ASSESSMENT EXEMPLARS

- After reading a text, ask students to retell the story by completing activities such as:
  - Sequencing
  - Acting out
  - Drawing a picture
  - Describing events
- After reading an informational text, ask students to complete activities such: as:
  - Summarizing
  - Drawing a picture
  - Identifying key details from the text

K.R.7

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

CONCEPTS AND SKILLS TO MASTER

- Identify characters, setting and important events in a story.
- Identify important pieces of information in a text.

CRITICAL BACKGROUND KNOWLEDGE

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

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

RELATED STANDARDS: Future Grade Level

- **Standard 1.R.7:** Describe characters, settings, and important events in a story (RL) or pieces of information in a text. (RI)

ACADEMIC LANGUAGE

Character, setting, and events

ASSESSMENT EXEMPLARS

- Students draw a picture of the characters and/or the setting from a story.
- Students draw a picture, act out and/or tell the important events in a story.
- After reading an informational text, students draw a picture of and/or tell pieces of information from the text.

K.R.8

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

CONCEPTS AND SKILLS TO MASTER

- Ask and answer questions about unknown words in a text.

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CRITICAL BACKGROUND KNOWLEDGE

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

RELATED STANDARDS: Current Grade Level

- **Standard K.R.9:** Determine or clarify the meaning of multiple-meaning words and phrases in context. (RL & RI)

RELATED STANDARDS: Future Grade Level

- **Standard 1.R.8:** Identify specific words and phrases that express emotion, appeal to the senses, and/or determine the meaning of content-specific words within 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?

K.R.9

Strand: READING (K.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 K.R.9:** Determine or clarify the meaning of multiple-meaning words and phrases in context. (RL & RI)

CONCEPTS AND SKILLS TO MASTER

- Determine or clarify the meaning of multiple-meaning words in context.
- Determine or clarify the meaning of phrases in context.

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CRITICAL BACKGROUND KNOWLEDGE

N/A

RELATED STANDARDS: Current Grade Level

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

RELATED STANDARDS: FUTURE GRADE LEVEL

- **Standard 1.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)
  - **a.** Begin using sentence-level context as a clue to the meaning of a word.
  - **b.** Identify frequently occurring root words and their inflectional forms.

ACADEMIC LANGUAGE

Multiple-meaning words, phrases, and context

ASSESSMENT EXEMPLARS

- Given a multiple-meaning word from a text that has been read, students correctly identify which meaning is being used by the author by choosing an appropriate pictorial representation.
- Using pictures of multiple meaning words (e.g., mammal bat/baseball bat, verb swing/noun swing, kitchen bowl/bowl with a bowling ball), students play a concentration game.

WRITING

K.W.1

Strand: WRITING (K.W)

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

- **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.

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CONCEPTS AND SKILLS TO MASTER

- Provide a topic using drawing and writing.
- Provide an opinion using drawing and writing.
- Write, produce and expand a complete sentence.
- Use appropriate capitalization.
- Use appropriate end punctuation.

CRITICAL BACKGROUND KNOWLEDGE

- **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).

RELATED STANDARDS: Current 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 two to three phoneme words - except for CVC words ending with */l/*, */r/*, *or /k/ /s/* for the letter x.
- **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.
- **Standard K.W.5:** Legibly write all upper- and lowercase manuscript letters.

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RELATED STANDARDS: Future Grade Level

- **Standard 1.W.1:** Write opinion pieces that introduce the topic, state an opinion, supply evidence for the opinion, and provide a concluding statement.
  a. Write, produce, and expand complete simple sentences.
  b. Use appropriate conventions when writing.

ACADEMIC LANGUAGE

Compose, topic, opinion, produce, expand, complete sentence, capitalization, and end punctuation

ASSESSMENT EXEMPLARS

- After learning/reading about a topic, ask students to respond in writing with a prompt. For example:
  "Write and draw about your favorite type of weather. Be sure to use a capital letter at the beginning of each sentence and punctuation at the end."

- Scoring could include a simple rubric with the following elements:
  - Uses a combination of drawing and writing
  - Provides an opinion about the topic
  - Provides relevant information about the topic
  - Uses appropriate capitalization at the beginning of sentences
  - Uses appropriate end punctuation
  - Conveys ideas using complete sentences

K.W.2

Strand: WRITING (K.W)

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

- **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.

CONCEPTS AND SKILLS TO MASTER

- Provide information on a topic using drawing and writing.
- Write, produce and expand a complete sentence.
- Use appropriate capitalization.

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- Use appropriate end punctuation.

CRITICAL BACKGROUND KNOWLEDGE

- **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).

RELATED STANDARDS: Current 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 two to three phoneme words — except for CVC words ending with */l/*, */r/*, or */k/ /s/* for the letter x.

- **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.

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

RELATED STANDARDS: Future Grade Level

- **Standard 1.W.2:** Write informative/explanatory pieces that introduce a topic, supply facts about the topic, and provide a concluding statement.
  - **a.** Write, produce, and expand complete simple sentences.
  - **b.** Use appropriate conventions when writing.

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ACADEMIC LANGUAGE

Compose, informative, explanatory, topic, produce, expand, complete sentence, capitalization, and end punctuation

ASSESSMENT EXEMPLARS

- After learning/reading about a topic, ask students to respond in writing with a prompt. For example:

  "Write and draw about _____. Include details from the text we read. Be sure to use a capital letter at the beginning of each sentence and punctuation at the end."

- Scoring could include a simple rubric with the following elements:
  - Uses a combination of drawing and writing
  - Provides relevant information about the topic
  - Uses appropriate capitalization at the beginning of sentences
  - Uses appropriate end punctuation
  - Conveys ideas using complete sentences

K.W.3

Strand: WRITING (K.W)

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

- **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.

CONCEPTS AND SKILLS TO MASTER

- Provide details about an event using drawing and writing
- Provide a reaction about an event using drawing and writing
- Reference details in an appropriate sequence
- Write, produce and expand a complete sentence
- Use appropriate capitalization
- Use appropriate end punctuation

CRITICAL BACKGROUND KNOWLEDGE

- **Standard P4.W.3:** Verbally share a narrative and visually represent that

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narrative using simple drawing and writing (e.g., scribble writing with letter-like formations).

RELATED STANDARDS: Current 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 two to three phoneme words — except for CVC words ending with */l/, /r/, or /k/ /s/* for the letter x.

- **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.

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

RELATED STANDARDS: Future Grade Level

- **Standard 1.W.3:** Write narrative pieces that retell two or more events. Provide details regarding the events using temporal words in sequential order and provide a concluding statement.
  - **a.** Write, produce, and expand complete simple sentences.
  - **b.** Use appropriate conventions when writing.

ACADEMIC LANGUAGE

Compose, narrative, event, details, sequence, reaction, produce, expand, complete sentence, capitalization, and end punctuation

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ASSESSMENT EXEMPLARS

- Ask students to write a narrative piece about an event using a prompt. For example:

  "Write and draw about something that happened at recess. Tell the story in sequential order and how you felt during the events. Be sure to use a capital letter at the beginning of each sentence and punctuation at the end."

- Scoring could include a rubric with the following elements:
  - Uses a combination of drawing and writing
  - Provides details about the event in an appropriate sequence
  - Provides a reaction to the event
  - Uses appropriate capitalization at the beginning of sentences
  - Uses appropriate end punctuation
  - Conveys ideas using complete sentences

K.W.4

Strand: WRITING (K.W)

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

- **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.

CONCEPTS AND SKILLS TO MASTER

- Recall information from experiences or learned information.
- Interact with others.
- Build shared draft(s).
- Collaborate with others to organize, revise, and edit.
- Collaborate with others to use a rubric/checklist.

CRITICAL BACKGROUND KNOWLEDGE

- **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.

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

RELATED STANDARDS: Future Grade Level

- **Standard 1.W.4:** Participate in shared research and writing projects.
  - **a.** Recall information from experiences or learned information.
  - **b.** Interact and collaborate with others throughout the writing process.

ACADEMIC LANGUAGE

Participate, recall, interact, collaborate, and writing process

ASSESSMENT EXEMPLARS

- Conduct a group discussion to recall information on _____. As a group, use a teacher-created template to produce and publish a product. Allow opportunities for students to interact, collaborate, build drafts, and revise with peers.
- Scoring could include a simple rubric with the following elements:
  - Recalls appropriate information on the topic
  - Interacts and collaborates with others
  - Uses appropriate capitalization at the beginning of sentences
  - Uses appropriate end punctuation
  - Conveys ideas using complete sentences
  - Uses a shared rubric/checklist

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K.W.5

Strand: WRITING (K.W)

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

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

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.
- Use correct spacing between letters and words.
- Form letters correctly.

CRITICAL BACKGROUND KNOWLEDGE

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

RELATED STANDARDS: Current 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.
- **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.
- **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.

RELATED STANDARDS: Future Grade Level

- **Standard 1.W.5:** Legibly write all upper- and lowercase manuscript letters.

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ACADEMIC LANGUAGE

Spacing, letter formation, paper placement, top, middle, bottom, line spaces, rounded, and straight

ASSESSMENT EXEMPLARS

- Write specific letters using correct pencil grip and letter formation.
- Write a sentence with legible handwriting.
- After writing on a topic, students rate writing for letter formation and legibility.
- Sample rubric could include:
  - Strokes
  - Letter/word spacing
  - Letter formation
  - Legibility

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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

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., ones 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.				■	■	■	■	■	■	■	■	■

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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 (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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