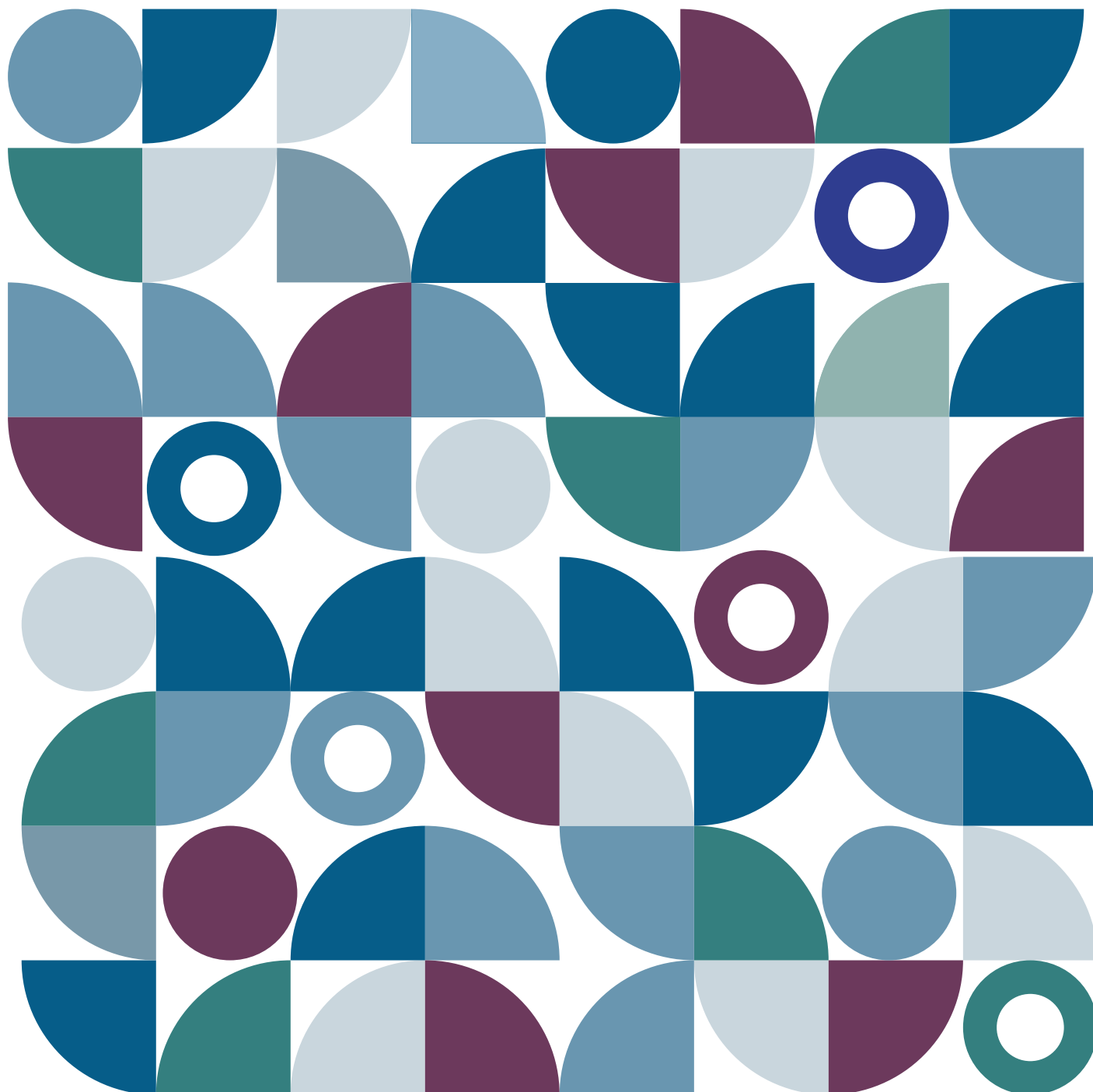


A **CORE GUIDE**
TO THE UTAH
ENGLISH LANGUAGE
ARTS (ELA)
STANDARDS

GRADE 1



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GRADE 1

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



Teaching
and
Learning

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GRADE 1

SPEAKING AND LISTENING

1.SL.1

Strand: SPEAKING AND LISTENING (1.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 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.

CONCEPTS AND SKILLS TO MASTER

- Use classroom expectations during discussion (example: look, lean, listen, lower voice, respond).
- Participate in conversations by taking turns and gaining attention appropriately.
- Respond when asked a question.
- Ask a question in return.
- Stay on topic.
- Add additional information to others' comments.
- Use previously taught academic vocabulary during classroom and partner conversations.
- Express own ideas clearly in small and large groups.
- Use academic sentence stems or frames when building on others' ideas.

CRITICAL BACKGROUND KNOWLEDGE

- **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.

RELATED STANDARDS: Current Grade Level

- **Standard 1.SL.2:** Speak clearly and audibly while expressing thoughts, emotions, and ideas while asking and answering questions.
- **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.
- **Standard 1.R.5:** Ask and answer questions about key details in a text. (RL & RI)
- **Standard 1.R.7:** Describe characters, settings, and important events in a story (RL) or pieces of information in a text. (RI)

RELATED STANDARDS: Future Grade Level

- **Standard 2.SL.1:** Participate effectively in a range of conversations with various partners, using age-appropriate vocabulary on topics and texts.
 - a. Initiate and build on a conversation through multiple exchanges while using appropriate tone and body language.
 - b. Seek others' opinions or thoughts and identify others' perspectives.

ACADEMIC LANGUAGE

Discuss, conversation, respond, question, comment, topic, express, idea, information

ASSESSMENT EXEMPLARS

- Use a simple one-point rubric for conversations. Rubric could include: took turns, used academic language, used sentence frames, looked, leaned, listened appropriately, asked questions, and gained attention appropriately.
- Use anecdotal notes taken by the teacher based on classroom discussions.

1.SL.2**Strand: SPEAKING AND LISTENING (1.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 1.SL.2:** Speak clearly and audibly while expressing thoughts, emotions, and ideas while asking and answering questions.

CONCEPTS AND SKILLS TO MASTER

- Use a strong and loud enough voice for others to hear.
- Use strong annunciation.
- Use appropriate vocabulary.
- Express thoughts, emotions, and ideas.
- Ask and answer questions about a given topic.

CRITICAL BACKGROUND KNOWLEDGE

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

RELATED STANDARDS: Current 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.
- **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.
- **Standard 1.R.5:** Ask and answer questions about key details in a text. (RL & RI)
- **Standard 1.R.7:** Describe characters, settings, and important events in a story (RL) or pieces of information in a text. (RI)

RELATED STANDARDS: Future Grade Level

- **Standard 2.SL.2:** Speak clearly and audibly while asking and answering questions about a topic and key details.

ACADEMIC LANGUAGE

Enunciation, clear, audible, vocabulary, expression, thought, emotion, idea, question, topic

ASSESSMENT EXEMPLARS

- Use a simple one-point rubric for conversations. Rubric could include: understood by others, voice can be heard, stays on topic, can ask and answer questions, can express thoughts, emotions, and ideas.
- Use anecdotal notes taken by the teacher.

1.SL.3**Strand: SPEAKING AND LISTENING (1.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 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.

CONCEPTS AND SKILLS TO MASTER

- Use age-appropriate language and grammar when speaking or presenting.
- Use appropriate volume and clear pronunciation when speaking or presenting.
- Use visual displays.
- Describe information to others.
- Clarify information to others.

CRITICAL BACKGROUND KNOWLEDGE

- **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: Current 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.
- **Standard 1.SL.2:** Speak clearly and audibly while expressing thoughts, emotions, and ideas while asking and answering questions.
- **Standard 1.R.5:** Ask and answer questions about key details in a text. (RL & RI)
- **Standard 1.R.7:** Describe characters, settings, and important events in a story (RL) or pieces of information in a text. (RI)

RELATED STANDARDS: Future Grade Level

- **Standard 2.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
 - a. Present information, stories, or opinions, sequencing ideas logically and use descriptions, facts, and details.

ACADEMIC LANGUAGE

Language, grammar, volume, pronunciation, visual display, describe, clarify, information

ASSESSMENT EXEMPLARS

- Use a simple one point rubric for speaking or presenting. Rubric could include: grammar, language, volume, pronunciation, descriptive information, clarifying information, and the use of visual displays.
- Use anecdotal notes taken by the teacher.

READING

1.R.1

Strand: READING (1.R)

- **Standard 1.R.1:** 1.R.1 is mastered in preschool.

1.R.2

Strand: READING (1.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 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 4-5 phoneme words, including blends.
 - c. Distinguish long and short vowel sounds in spoken single-syllable words.

CONCEPTS AND SKILLS TO MASTER

- Add initial and final phonemes in single-syllable words.
- Delete initial and final phonemes in single-syllable words.
- Substitute initial and final phonemes in single-syllable words.
- Isolate, pronounce, blend, and segment sounds in 4-5 phoneme words.
- Distinguish short and long vowel sounds in spoken single-syllable words.

CRITICAL BACKGROUND KNOWLEDGE

- **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 2-3 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.

RELATED STANDARDS: Current 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 /ī/ 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 4-5 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.
- **Standard 1.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)

RELATED STANDARDS: Future Grade Level

- **Standard 2.R.2:** Demonstrate mastery of age-appropriate phonological awareness skills.
 - a. Add, delete, and substitute initial, medial, and final sounds in 5-6 phoneme words including blends.
 - b. Isolate, pronounce, blend, and segment phonemes in 5-6 phoneme words.

ACADEMIC LANGUAGE

Phonological awareness, phoneme, initial phoneme, final phoneme, isolate, blend, segment, long vowel sound, short vowel sound, blends

ASSESSMENT EXEMPLARS

- Ask student to add the sound /c/ to the word *lap*. Student responds with clap.
- Ask student to segment the word stop. The student responds with /s/-/t/-/ŏ/-/p/.
- Tell the student the word is switch. What is the initial, medial and/or final sound?
- Ask the student what the vowel sound is in *bump*. Student responds with /ŭ/.

1.R.3**Strand: READING (1.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 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 /ī/ 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 4-5 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.

CONCEPTS AND SKILLS TO MASTER

- With prompting and support, identify and begin using consonant y while reading (i.e., /y/ as in yes).

- With prompting and support, identify and begin using vowel y while reading (i.e., final sound /ī/ as in fly, final sound /ē/ as in baby, and medial sound /ī/ in gym).
- With prompting and support, identify all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le).
- With prompting and support, begin reading and spelling words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le).
- Demonstrate mastery of the hard and soft sounds of c and g.
- Blend words with 4-5 phonemes when reading.
- Decode two-syllable words by breaking the words into syllables (i.e., open, closed, VCe).
- Read and spell words with common consonant digraphs (i.e., sh, ch, wh, th, ng).
- Read age-appropriate compound words.
- Read words with inflectional endings (i.e., -s, -ed, -ing, -er, -est).
- Read and spell common irregular words.

CRITICAL BACKGROUND KNOWLEDGE

- **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: Current 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 4-5 phoneme words, including blends.

- c. Distinguish long and short vowel sounds in spoken single-syllable words.

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

RELATED STANDARDS: Future Grade Level

- **Standard 2.R.3:** Demonstrate mastery of age-appropriate phonics skills.
- a. Identify and begin reading and spelling words with all six-syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic words.
 - b. Identify and begin using schwa in multisyllabic words (e.g., ago, away, again, along, afraid) when reading and spelling.
 - c. Blend words with 5-6 phonemes when reading.
 - d. Decode words with common prefixes and suffixes.
 - e. Read and spell age-appropriate compound words.
 - f. Read and spell words with common variant digraphs (i.e., ph /f/, gh /f/, ch /sh/ and /ck/).
 - g. Read and spell words with common trigraphs (i.e., tch /ch/ and dge /j/).
 - h. Read and spell words with hard and soft c and g along with silent letters kn-, -lm, -mb, gh-, and wr-.
 - i. Read and spell words with the following diphthongs and vowels (i.e., oi, oy; ou, ow; au, aw; oo, u).
 - j. Read and spell words with phonograms (i.e., -old, -ild, -ost, -olt, -ind).
 - k. Read and spell common irregular words.

ACADEMIC LANGUAGE

Phonics, six syllable types, hard and soft c and g, phoneme, syllable, consonant digraph, compound word, inflectional ending, irregular word

ASSESSMENT EXEMPLARS

- CORE phonics survey or similar diagnostic (LETRS, SIPPS placement, 95% PSI)
- Word chaining
- Writing samples evaluated for spelling of taught word patterns and irregular words
- Reading fluency assessment (rate, prosody, and comprehension)
- Decodable passages with previously taught spelling patterns and irregular words

1.R.4**Strand: READING (1.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 1.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 (1.R.2)
- Grade-level phonics (1.R.3)
- Fluency including prosody, accuracy, automaticity (rate)
- Vocabulary and background knowledge

CRITICAL BACKGROUND KNOWLEDGE

- **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 2-3 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.
- **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: Current 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 4-5 phoneme words, including blends.
 - c. Distinguish long and short vowel sounds in spoken single-syllable words.
- **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 /ī/ 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 4-5 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.

RELATED STANDARDS: Future Grade Level

- **Standard 2.R.4:** Read grade-level text* with accuracy and fluency to support comprehension. (RL & RI)

ACADEMIC LANGUAGE

Fluency, accuracy, comprehension, vocabulary, background knowledge

ASSESSMENT EXEMPLARS

- Rubric with the following elements: expression and volume, phrasing, smoothness, and pace
- Grade level passages to monitor accuracy and appropriate rate
- Daily reading with decodable and rich text
- Acadience progress monitoring

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

CONCEPTS AND SKILLS TO MASTER

- Ask and answer questions about key details.
- Answer a question in a complete sentence or thought.

CRITICAL BACKGROUND KNOWLEDGE

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

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

RELATED STANDARDS: FUTURE GRADE LEVEL

- **Standard 2.R.5:** Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL & RI)

ACADEMIC LANGUAGE

Key details

ASSESSMENT EXEMPLARS

- Ask students questions about key details in a text. Students underline the answers in the text.
- Students create questions about a text after reading. They ask their questions to a partner who finds the answers in the text.
- Students respond to questions about a text in writing, answering in complete sentences.

1.R.6

Strand: READING (1.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 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)

CONCEPTS AND SKILLS TO MASTER

- Identify the main idea (RI) or identify the main elements such as beginning, middle, end (RL).
- Read widely in both informational and literary text including text that represents U.S. and world cultures.
- Retell the text by identifying key details (RI) or main ideas (RL).
- Summarize information presented in the text.

CRITICAL BACKGROUND KNOWLEDGE

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

RELATED STANDARDS: Current Grade Level

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

RELATED STANDARDS: Future Grade Level

- **Standard 2.R.6:** Read a variety of texts including those from diverse cultures, retell the narrative (RL) or informational text (RI) according to the text structure including the main idea.

ACADEMIC LANGUAGE

Main idea, summarize, retell

ASSESSMENT EXEMPLARS

- Identify the main idea and supporting details from a text.
- Retell a text in own words (written or oral).
- Summarize a text or portion of a text to answer a question.
- Retell a story using key textual elements.

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

CONCEPTS AND SKILLS TO MASTER

- Describe characters, settings, and important events in a story.
- Describe important pieces of information in a text.

CRITICAL BACKGROUND KNOWLEDGE

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

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

RELATED STANDARDS: Future Grade Level

- **Standard 2.R.7:** Describe how characters respond to major events and challenges. (RL)
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI)

ACADEMIC LANGUAGE

Character and setting

ASSESSMENT EXEMPLARS

- Describe a character from a text.

- Create a timeline of important events in a story.
- Draw a picture of the setting as it is described in a text.
- Summarize key details from the text to support one or more main ideas from a text.

1.R.8**Strand: READING (1.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 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)

CONCEPTS AND SKILLS TO MASTER

- Identify specific words and phrases that express emotion.
- Identify specific words and phrases that appeal to the senses.
- Determine the meaning of content-specific words within a text.

CRITICAL BACKGROUND KNOWLEDGE

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

RELATED STANDARDS: Current 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.

RELATED STANDARDS: Future Grade Level

- **Standard 2.R.8:** Explain how specific words and phrases express emotion, appeal to the senses, or determine the meaning of content-specific words within a text. (RL & RI)

ACADEMIC LANGUAGE

Phrases, emotion, appeal, senses, content-specific, express, and identify

ASSESSMENT EXEMPLARS

- Use academic and content-specific words when discussing or writing about a text or topic.
- Given an emotion, have students circle words within a text that relate to it.
- Use the Frayer Model to define, explain, illustrate words/phrases.

1.R.9**Strand: READING (1.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 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.

CONCEPTS AND SKILLS TO MASTER

- Identify multiple-meaning words and/or phrases.
- Use context within a sentence to determine its correct meaning.
- Identify frequently occurring root words and their inflectional forms.

CRITICAL BACKGROUND KNOWLEDGE

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

RELATED STANDARDS: Current 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)

RELATED STANDARDS: Future Grade Level

- **Standard 2.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. Use sentence-level context as a clue to the meaning of a word.
 - b. Determine the meaning of a new word when a known prefix or root is used.
 - c. Predict the meaning of compound words using knowledge of the meaning of the individual words.
 - d. Use glossaries and dictionaries to determine the meaning of words and phrases.

ACADEMIC LANGUAGE

Multiple-meaning words, sentence-level context, root words, inflectional

ASSESSMENT EXEMPLARS

- Build a guided word web using multiple-meaning words.
- Given a sentence including a multiple-meaning word, have students choose the correct definition/picture of the word within that context.
- Explain (oral discussion or written) multiple meanings of words and why the meaning chosen fits into the context of the text's sentence.
- Match root words with their inflectional forms.

1.R.10**Strand: READING (1.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 1.R.10:** Identify a variety of texts and explain major differences between literary texts and informational texts. (RL & RI)

CONCEPTS AND SKILLS TO MASTER

- Identify literary text structure.
- Identify informational text structure.
- Explain important elements of informational text.

- Explain important elements of literary text.

CRITICAL BACKGROUND KNOWLEDGE

- **Standard K.R.5:** With prompting and support, ask and answer questions about key details in text. (RL & RI)
- **Standard K.R.6:** With prompting and support, retell stories (RL); share key details from a text. (RI)
- **Standard K.R.7:** With prompting and support, identify characters, settings, and major events in a story or key information in a text. (RL & RI)
- **Standard K.W.2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces and provide information about the topic.
 - a. Produce and expand a complete sentence using appropriate capitalization and punctuation.
- **Standard K.W.3:** Use a combination of drawing, dictating, 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. Produce and expand a complete sentence using appropriate capitalization and punctuation.

RELATED STANDARDS: Current Grade Level

- **Standard 1.SL.1:** Prepare for and participate effectively in a range of conversations using grade-level appropriate vocabulary on topics and texts with diverse partners and express their own ideas in small and large groups, building on others' ideas and expressing their own ideas clearly.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others, speaking one-at-a-time about the topics and texts).
 - b. Continue a conversation through multiple exchanges while using appropriate tone and body language.
- **Standard 1.SL.3:** Ask and answer clarifying questions to gather additional information.
- **Standard 1.R.5:** Ask and answer questions about key details in a text. (RL & RI)
- **Standard 1.R.7:** Describe characters, settings, and important events in a story (RL) or pieces of information in a text. (RI)

- **Standard 1.W.2:** Write informative/explanatory pieces that introduce a topic, supply facts about the topic, and provide a concluding statement.
 - a. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.
 - b. Use appropriate conventions when writing (e.g., capitalization, punctuation).
- **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. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.
 - b. Use appropriate conventions when writing (e.g., capitalization, punctuation).

RELATED STANDARDS: Future Grade Level

- **Standard 2.R.10:** Describe the overall literary and informational text structure to locate facts, details, and information efficiently. (RL & RI)

ACADEMIC LANGUAGE

Identify, literary, informational, text structure, facts, and details

ASSESSMENT EXEMPLARS

- Provide students with a list of short descriptions of texts (e.g., "Tells a story about a magical world," "Gives facts about the solar system"). Students sort these descriptions into two columns labeled "Literary Texts" and "Informational Texts."
- In a classroom library setting, allow students to choose one book they are familiar with. Students will state whether they believe it is a literary or informational text and explain why, based on the content and purpose of the book (e.g., "This book is a story about animals that talk and go on adventures, so it is a literary text").
- Provide students with sticky notes or labels that say "Literary" and "Informational." Allow them to browse the classroom library and place the appropriate label on each book based on their assessment of whether it is a literary or informational text. Follow up with a discussion where students share why they labeled certain books as they did.

WRITING

1.W.1

Strand: WRITING (1.W)

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

- **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.

CONCEPTS AND SKILLS TO MASTER

- Introduce a topic.
- State an opinion.
- Support opinion with evidence.
- Provide an organized structure.
- Provide a concluding statement.
- Produce and expand complete simple sentences.
- Use appropriate conventions including beginning capitalization, ending punctuation, and capitalization of proper nouns.
- Write specific or descriptive words such as nouns, verbs, adjectives.
- Utilize a checklist/rubric.

CRITICAL BACKGROUND KNOWLEDGE

- **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.

RELATED STANDARDS: Current 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 4-5 phoneme words, including blends.

- c. Distinguish long and short vowel sounds in spoken single-syllable words.

- **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 /ī/ 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 4-5 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.

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

RELATED STANDARDS: Future Grade Level

- **Standard 2.W.1:** Write opinion pieces that introduce the topic, state an opinion, supply evidence that supports the opinion, use linking words to connect opinion and evidence, and provide a concluding statement.
 - a. Write, produce, expand, and rearrange complete simple and compound sentences.
 - b. Use appropriate conventions when writing.

ACADEMIC LANGUAGE

Topic, opinion, support, evidence, concluding statement, complete simple sentence, expand, capitalization, end punctuation, proper nouns, nouns, verbs, adjectives, checklist, and rubric

ASSESSMENT EXEMPLARS

After reading or learning information about _____, write your opinion about the topic. Be sure to find evidence that explains your opinion, organize your writing to make sense, stay on topic, and provide a concluding statement.

- Scoring would include a simple rubric with the following elements:
 - ▶ Provides an opinion about the topic based on evidence
 - ▶ Provides organizational structure
 - ▶ Stays on topic
 - ▶ Uses complete simple sentences
 - ▶ Uses appropriate capitalization including beginning of sentences and proper nouns
 - ▶ Uses appropriate end punctuation
 - ▶ Provides a concluding statement

1.W.2**Strand: WRITING (1.W)**

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

- **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.

CONCEPTS AND SKILLS TO MASTER

- Introduce a topic.
- Identify and paraphrase facts about a topic.
- Provide an organized structure for the topic.
- Provide a concluding statement.
- Produce and expand complete simple sentences.
- Use appropriate conventions including beginning capitalization, ending punctuation, and capitalization of proper nouns.
- Write specific or descriptive words such as nouns, verbs, adjectives.
- Utilize a checklist/rubric.

CRITICAL BACKGROUND KNOWLEDGE

- **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.

RELATED STANDARDS: Current 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 4-5 phoneme words, including blends.
 - c. Distinguish long and short vowel sounds in spoken single-syllable words.

- **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 /ī/ 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 4-5 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.

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

RELATED STANDARDS: Future Grade Level

- **Standard 2.W.2:** Write informative/explanatory pieces that introduce a topic, supply facts and definitions to develop points, and provide a concluding statement.
 - a. Write, produce, expand, and rearrange complete simple and compound sentences.
 - b. Use appropriate conventions when writing.

(Continued)

ACADEMIC LANGUAGE

Topic, facts, paraphrase, organized structure, concluding statement, complete simple sentence, produce, expand, conventions, capitalization, ending punctuation, proper nouns, descriptive words, nouns, verbs, adjectives, checklist, and rubric

ASSESSMENT EXEMPLARS

After reading or learning information about _____, write facts about the topic. Be sure to paraphrase the facts, organize your writing to make sense, stay on topic, and provide a concluding statement.

- Scoring would include a simple rubric with the following elements:
 - ▶ Provides facts about the topic
 - ▶ Paraphrases facts based on evidence.
 - ▶ Provides organizational structure.
 - ▶ Stays on topic.
 - ▶ Uses complete simple sentences.
 - ▶ Uses appropriate capitalization including the beginning of sentences and proper nouns.
 - ▶ Uses appropriate end punctuation.
 - ▶ Provides a concluding statement.

1.W.3**Strand: WRITING (1.W)**

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

- **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.

CONCEPTS AND SKILLS TO MASTER

- Introduce two or more events.
- Retell a narrative piece in sequential order.
- Use temporal words to sequence.
- Provide details about the events.
- Provide an organized structure (beginning, middle, end).
- Provide a concluding statement.

- Produce and expand complete simple sentences.
- Use appropriate conventions including beginning capitalization, ending punctuation, and capitalization of proper nouns.
- Write specific or descriptive words such as nouns, verbs, adjectives.
- Utilize a checklist/rubric.

CRITICAL BACKGROUND KNOWLEDGE

- **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: Current 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 4-5 phoneme words, including blends.
 - c. Distinguish long and short vowel sounds in spoken single-syllable words.
- **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 /ī/ 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 4-5 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.

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

RELATED STANDARDS: Future Grade Level

■ **Standard 2.W.3:** Write narrative pieces in which they retell an elaborated event or short sequence of events; include details to describe actions, thoughts, and emotions using temporal words in sequential order; and provide a concluding statement.

- a. Write, produce, expand, and rearrange complete simple and compound sentences.
- b. Use appropriate conventions when writing.

ACADEMIC LANGUAGE

Narrative, events, retell, sequence, temporal words, beginning, middle, end, organization, concluding statement, produce, expand, complete simple sentence, conventions, capitalization, ending punctuation, proper nouns, descriptive words, nouns, verbs, adjectives, checklist, rubric, real, imagined, and story

ASSESSMENT EXEMPLARS

- **Real experience:** After reading _____, tell about your experience with _____. Be sure to tell about at least two events in order, and provide a conclusion.
- **Imagined experience:** After reading _____, tell about an imaginary experience where you are the character. Imagine at least two events in your story, describe the events using details, and bring the story to a conclusion.
- **Scoring** would include a simple rubric with the following elements:
 - ▶ Provides organizational structure (beginning, middle, end).
 - ▶ Details at least two events.
 - ▶ Uses temporal words in sequential order.
 - ▶ Uses complete simple sentences.
 - ▶ Uses appropriate capitalization including beginning of sentences and proper nouns.
 - ▶ Uses appropriate end punctuation.

1.W.4

Strand: WRITING (1.W)

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

■ **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.

CONCEPTS AND SKILLS TO MASTER

- Interact with others.
- Recall information from experiences.
- Recall learned information from provided sources.
- Group related information into categories.
- Use graphic organizers.
- Collaborate with peers to organize, revise, and edit.
- Build shared draft(s).
- Revise and edit writing independently.
- Collaborate with others to use a rubric/checklist.

CRITICAL BACKGROUND KNOWLEDGE

- **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.

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

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

RELATED STANDARDS: Future Grade Level

- **Standard 2.W.4:** Participate in shared research and writing projects on a topic.
 - a. Recall and gather information from provided sources to answer a question about the topic.
 - b. Interact and collaborate with others throughout the writing process.

ACADEMIC LANGUAGE

Interact, recall, information, experience, source, group, categories, graphic organizers, collaborate, peer, organize, revise, edit, draft, checklist, and rubric

ASSESSMENT EXEMPLARS

As a group, using the teacher-created template and provided sources, research _____ to produce, publish, and present a product. Be sure to collaborate with your partner/peers, utilize a graphic organizer for organizing information. Build drafts and revise with peers. Analyze your work with the teacher-provided rubric.

- Scoring would include a simple rubric with the following elements:
 - ▶ Introduction of the topic
 - ▶ Organizational structure
 - ▶ Connected textual evidence
 - ▶ Facts and information
 - ▶ Peer collaboration
 - ▶ Revision checklist
 - ▶ Simple sentences and illustrations/graphics
 - ▶ Appropriate conventions including complete simple sentence, beginning capitalization, ending punctuation, and capitalization of proper nouns

1.W.5**Strand: WRITING (1.W)**

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

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

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

RELATED STANDARDS: Future Grade Level

- **Standard 2.W.5:** Fluently write all upper- and lowercase manuscript letters.

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

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 one through three and speaking and listening standard three. 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.												

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