



English Language Arts Standards - Frequently Asked Questions (FAQs)

Question:	<p>We are uncertain what “structural elements” are. We are thinking about setting, plot, characters, etc. We also thought about text structures but I believe that is mentioned in a different standard. We also thought about structural elements of poem, drama, and story. What does the term “structural elements” mean in the standard below?</p> <ul style="list-style-type: none">• Standard 3.R.10: Identify and discuss the <u>structural elements</u> of different types of text when writing or speaking about a text. (RL)
Answer:	<p>It is important to look at the entire standard. The full standard is: Standard 3.R.10: Identify and discuss the structural elements of different types of text when writing or speaking about a text. (RL) Use text features and search tools to build comprehension and locate relevant information efficiently. (RI)</p> <p>For RL, this might include structural elements of poem, drama, and story. For RI, this might include headings, graphics, illustrations, and inserts.</p>
Question:	<p>In reading (3.R) it says that students should proficiently read and comprehend grade level seminal U.S. documents of historical and literary significance. Do you have any examples of what seminal U.S. documents would be for 3rd graders?</p>
Answer:	<p>This specific piece isn't a standard, it is the strand introduction and is identical for every grade. That specific language around seminal documents was added by one of the state board members. This is a great way to make connections between the disciplines. For example, there is a new strand in the third-grade social studies standards that is an introduction to the Constitution, so that might be a good option. Here are the standards in that strand:</p> <p>Third Grade Strand One:</p> <p>Students will learn about and compare different types of government. They will identify significant ideas in the United States and Utah Constitutions, as well as compare similarities and differences between the documents.</p> <p>Compelling Questions:</p> <p>How are the founding documents of the United States unique?</p> <p>How does the government protect individual rights?</p>

	<p>How does the Preamble reflect the Founding Fathers' expectations for the role of government?</p> <p>How are checks and balances applied in government?</p> <p>Standards:</p> <p>Standard 3.1.1: Discuss the basic differences between different forms of government, including a constitutional republic, a pure democracy, an oligarchy, and a monarchy.</p> <p>Standard 3.1.2: Explain why the first three words of the United States Constitution are vital to the workings of representative government.</p> <p>Standard 3.1.3: Summarize how the Constitution of the United States is the supreme law of the land and explain how laws provide order and stability.</p> <p>Standard 3.1.4: Identify the rights protected by the First Amendment in the Bill of Rights and analyze how those rights affect them.</p> <p>Standard 3.1.5: Explain how the Constitution balances power between the three branches of government at both the state and federal levels (checks and balances).</p>
Question:	What are the essential standards of these new ELA standards?
Answer:	The revision removed several standards from the 2013 version of the standards. All 2023 ELA standards are essential.
Question:	We have a question on 5.R.10 (and 4.R. 10) For the RI standard, description is not included as a text structure. If we don't teach description as a structure, where would an article that tells all about turtles fit? Should we teach description or not?
Answer:	The standard states "such as" so these are examples of text elements. Purposefully, examples were not included in most standards as teachers might take the examples as the only option. The examples in this case were included to clarify what is meant by text structure. This does not mean we do not teach description. Description is needed in order to build a mental model of what the author is trying to describe. Description is one text structure and can be found in both RL and RI.
Question:	In Standards 3.SL.3 , 4.SL.3, and 5.SL.3 I noticed that in 3rd and 4th grade it says they are presenting information, stories, using descriptions, facts, displays, media, etc. There isn't anything that goes with 5th grade. Is the expectation that they can present when speaking without those things? Also, similes and metaphors are only mentioned in 3rd grade. Is it assumed they know how to incorporate them after?
Answer:	Standards include the skills students need to master at a particular grade level or band. When a skill is no longer mentioned in a standard, students are still expected to be able to demonstrate proficiency of that skill. If students are not proficient in a skill that is included in a previous grade level, teachers still need to

	support student mastery. For example, while similes and metaphors are not mentioned specifically in grade levels beyond grade 3, it is still expected that students know and use similes and metaphors in grades 4 and beyond. The use of figurative language, which encompasses similes and metaphors and which is more complex, is included in upper grade levels – and students are expected to use and analyze figurative language with more complex texts and tasks.
Question:	What does standard R.6 mean by text evidence as part of an objective summary?
Answer:	An objective summary should be grounded in text, meaning that it needs to be clear where a student found the main points from the text.
Question:	Should writing be the same as reading in terms of climbing the mountain article? Students should climb the mountain of reading grade level books instead of easier books. Does that apply to writing?
Answer:	Students need to be writing in response to increasingly complex texts. They also need to be involved in increasingly complex tasks, which would include writing.
Question:	If something is supposed to be mastered in preschool, how does this affect students who never attended preschool?
Answer:	Some standards are mastered in previous grades. If a student has not mastered previous grade level standards, the teacher will need to intervene in order to fill the student's skill gaps.
Question:	As we are looking at Lexile levels in the standards, is there a place where all the books are broken down by Lexile?
Answer:	Lexile.com has a searchable database for books- https://hub.lexile.com/find-a-book/search .
Question:	I've always taught some skills in first grade, but now they appear in the 2nd grade standards. Does that mean I won't teach them now?
Answer:	Correct. An educator is responsible to teach their grade level standards.
Question:	Why do we teach handwriting?
Answer:	Handwriting (both manuscript and cursive) is an important skill for students to learn. Teaching and practicing writing allows students to write letters correctly and efficiently. Fluent writers are able to focus on generating ideas, producing grammatically correct text, and considering the audience. Even when a student moves to a computer or other device, writing fluency is important to the composing process. The accumulated evidence also supports the proposition that handwriting and spelling play an important role in writing development (Graham, 2006b).