

English Language Arts —Elementary



COVID-19 SPECIAL EDITION

The purpose of these essential standards is to provide educators with a prioritized list of standards to focus on during COVID-19.

While all standards have value, COVID-19 may limit instructional hours. The essential standards are intended to help teachers identify which standards to focus on. While these are the essential standards, if there is more instructional time, the recommendation is to extend the instructional focus to all standards.

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Utah's English Language Arts Essential Standards – Elementary

The purpose of these essential standards is to provide educators with a prioritized list of standards to focus on during COVID-19. While all standards have value, COVID-19 may limit instructional hours. The essential standards identify the main standard with the understanding that all substandards (see example below) will be included and taught during instructional time. These essential standards are critical for future literacy development. While these are the essential standards, if there is more instructional time, the recommendation is to extend the instructional focus to all standards.

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ← *main standard*
- a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- substandard*

Kindergarten	1st	2nd	3rd	4th	5th
READING LITERATURE AND READING INFORMATIONAL TEXT					
RL.K.1. & RI.K.1 With prompting and support, ask and answer questions about key details in a text.	RL.1.1. & RI.1.1 Ask and answer questions about key details in a text.	RL2.1 & RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	R.L.3.1. & R.I. 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	R.L.4.1 & R.I.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	R.L.5.1 & R.I.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

<p>RL.K.2 With prompting and support, retell familiar stories, including key details and identify the main topic and retell key details of a text.</p> <p>RI.K.2 With prompting and support, including identify the main topic and retell key details of a text.</p>	<p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p>	<p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>RL.5.2 & RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
<p>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
<p>RL.K.10 & RI.K.10 Actively engage in group reading activities with</p>	<p>RI.1.10 With prompting and support, read informational texts</p>	<p>RL.2.10 By the end of the year, read and comprehend literature, including</p>	<p>RL.3.10 By the end of the year, read and comprehend literature, including</p>	<p>RL.4.10 By the end of the year, read and comprehend literature, including</p>	<p>RL.5.10 By the end of the year, read and comprehend literature, including</p>

purpose and understanding.	appropriately complex for grade 1.	<p>stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. Recognize and begin to read documents written in cursive.</p> <p>RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. Recognize and begin to read documents written in cursive.</p>	<p>stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Continue to develop fluency when reading documents written in cursive.</p> <p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Continue to develop fluency when reading documents written in cursive.</p>	<p>stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Continue to develop fluency when reading documents written in cursive.</p> <p>RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. Continue to develop fluency when reading documents written in cursive</p>
READING FOUNDATIONAL SKILLS					
RF.K.1 Demonstrate understanding of the organization and	RF.1.1 Demonstrate understanding of the organization and				

basic features of print.	basic features of print.				
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.4 Read emergent-reader texts with purpose and understanding.	RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	R.F.4.4 Read with sufficient accuracy and fluency to support comprehension.	RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
WRITING					
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and	W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

<p>book (e.g., My favorite book is . . .).</p>		<p>reasons, and provide a concluding statement or section.</p>			
<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
				<p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
			<p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-</p>	<p>W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-</p>	<p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-</p>

			specific tasks, purposes, and audiences.	specific tasks, purposes, and audiences.	specific tasks, purposes, and audiences.
SPEAKING AND LISTENING					
SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
LANGUAGE					
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.2 Demonstrate command of the conventions of standard English	L.1.2 Demonstrate command of the conventions of standard English capitalization,	L.2.2 Demonstrate command of the conventions of standard English	L.3.2 Demonstrate command of the conventions of standard English	L.4.2 Demonstrate command of the conventions of standard English	L.5.2 Demonstrate command of the conventions of standard English

capitalization, punctuation, and spelling when writing.	punctuation, and spelling when writing.	capitalization, punctuation, and spelling when writing.	capitalization, punctuation, and spelling when writing.	capitalization, punctuation, and spelling when writing.	capitalization, punctuation, and spelling when writing.
<p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)</p>	<p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>