

# INTRODUCTION

The P–12 Utah State Standards for English Language Arts (ELA) were revised by Utah educators in 2022 to identify the key literacy standards necessary for Utah students to master by the end of each grade level. 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.

## Organization

The Utah State Standards are organized into **strands**, which represent significant areas of learning within content areas. In ELA, these strands are speaking and listening, reading, and writing.

Within each strand are **standards**. All standards are considered essential to master. The skills in the standards require repeated exposure with increasingly complex texts and in increasingly sophisticated contexts. Mastery is only obtained by regular practice over time.

## Shifts in the Standards

Changes in the standards were made to improve the consistency and practicality of the standards. These changes include:

- The standards were reduced, simplified, and clarified.
- Phonological Awareness was added in grades 2 and 3.
- The Reading Literature (RL) and Reading Informational (RI) standards were combined where it was most logical.
- The language strand of standards was woven throughout the speaking and listening, reading, and writing strands.
- Much like 9–10 and 11–12, 7th and 8th grade standards were banded.
- References to specific texts were removed from the standards in an effort to broaden representation and enhance local control over curricular choices.

## Speaking and Listening Strand

The following standards offer a focus for speaking and listening instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students develop useful interpersonal skills for the classroom and workplace by having the opportunity to listen to each other, respond appropriately, and evaluate what they hear from a variety of sources. The standards stress preparing for and participating effectively in a range of conversations and collaborations. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and un-

derstandings mastered in preceding grades, including but not limited to, communication and interpersonal skills. Young students may master acquisition of certain speech sounds at different ages. The chart below includes the typical age of acquisition of each sound.

**Speech Development Progression Chart**  
(age in years)

| 2               | 3                   | 4 | 5 | 6 | 7 | 8 |
|-----------------|---------------------|---|---|---|---|---|
| /p/ as in pop   |                     |   |   |   |   |   |
| /m/ as in met   |                     |   |   |   |   |   |
| /h/ as in hot   |                     |   |   |   |   |   |
| /n/ as in no    |                     |   |   |   |   |   |
| /w/ as in will  |                     |   |   |   |   |   |
| /b/ as in book  |                     |   |   |   |   |   |
| /k/ as in cab   |                     |   |   |   |   |   |
| /g/ as in got   |                     |   |   |   |   |   |
| /d/ as in dock  |                     |   |   |   |   |   |
| /t/ as in tap   |                     |   |   |   |   |   |
| /ng/ as in sing |                     |   |   |   |   |   |
|                 | /f/ as in fill/reef |   |   |   |   |   |
|                 | /y/ as in you       |   |   |   |   |   |
|                 | /r/ as in red       |   |   |   |   |   |
|                 | /l/ as in leak/hill |   |   |   |   |   |
|                 | /s/ as in sun       |   |   |   |   |   |

| 2 | 3 | 4                | 5                | 6                | 7 | 8 |
|---|---|------------------|------------------|------------------|---|---|
|   |   | /ch/ as in chop  |                  |                  |   |   |
|   |   | /sh/ as in shock |                  |                  |   |   |
|   |   | /z/ as in zoom   |                  |                  |   |   |
|   |   | /j/ as in jump   |                  |                  |   |   |
|   |   | /v/ as in van    |                  |                  |   |   |
|   |   |                  | /th/ as in think |                  |   |   |
|   |   |                  | /th/ as in the   |                  |   |   |
|   |   |                  |                  | /zh/ as in beige |   |   |

*Adapted from Sander (1972), Grunwell (1981), and Smit et al. (1990)*

### Reading Strand

The following reading standards offer a focus for reading instruction while building core knowledge and deepening comprehension. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades by reading increasingly complex texts throughout the grades. Texts should reflect a variety of genres, time periods, topics, perspectives, cultures, and backgrounds. Reading standards include reading literature and reading informational texts. Reading Literature is indicated with (RL) and Reading Informational with (RI).

The Reading Strand includes the foundational skills in the primary grades. These foundational skills are not an end in and of themselves. Rather, they are necessary and important components of effective, evidence-based reading instruction to develop reading proficiency with the capacity to comprehend texts across a range of types and disciplines. Some readers will need more or less practice with these foundational skills than other readers. The point is to teach students what they need to learn in order to be successful, proficient readers.

An important part of comprehensive reading instruction is that students acquire knowledge of language, particularly in using accurate academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening. Thus, the reading standards weave in language standards focused on vocabulary

and language comprehension. These skills will help students develop independence as readers and writers when considering a word or phrase important to comprehension.

Students must also be immersed in reading challenging, complex texts to actively make meaning, answer questions, solve problems, and craft arguments. Text complexity includes qualitative features of text and a range of texts within the quantitative grade band and associated Lexile ranges. Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges below.

**Text Complexity Grade Bands and Associated Lexile Ranges**

| Text Complexity Grade Band | Lexile Range |
|----------------------------|--------------|
| K-1                        | N/A          |
| 2-3                        | 450-790      |
| 4-5                        | 770-980      |
| 6-8                        | 955-1155     |
| 9-10                       | 1080-1305    |
| 11-12                      | 1215-1355    |

Engaging students in deep discussions and writing of texts is imperative to their growth and development as readers. Writing and discussion of text focuses on key ideas and details, craft and structure, and integrating knowledge and ideas. Students then need to return to previously-read texts to compare with other texts and synthesize the information from multiple texts for presentations, projects, or additional writing.

**Writing Strand**

The following standards offer a focus for writing instruction to ensure that students gain adequate mastery of a range of writing skills and applications to address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Students’ production of writing should focus more on content and ideas rather than on length. Therefore, length requirements per grade are not included in the standards.

Students will learn to research, plan, draft, revise, edit, and publish. These skills are applicable to many types of writing such as opinion, argumentative, informative, explanatory, and narrative. The standards stress the importance of the reading-writing connection by requiring students to draw upon and

write evidence from literary and informational texts while weaving in language expectations.

STANDARDS: **GRADE 3****Strand 1: SPEAKING AND LISTENING (3.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 3.SL.1:** Participate effectively in a range of conversations and collaborations, using age-appropriate vocabulary, on topics, texts, and issues.
  - a. Respectfully acknowledge and respond to others' perspectives during discussions.
  - b. Recognize that comments and claims may include two perspectives.
  - c. Participate in conversations by asking questions, acknowledging new information, connecting responses, and keeping the discussion on topic.
- **Standard 3.SL.2:** Speak clearly and audibly while asking and answering questions about a topic and key details presented in various mediums and formats.
- **Standard 3.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 relevant descriptions, facts, and details to elaborate on main ideas and themes.

**Strand 2: READING (3.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 3.R.1:** Mastered in preschool.
- **Standard 3.R.2:** Demonstrate mastery of age-appropriate phonological awareness skills.

- a. Reversal of phonemes.
- b. Phoneme chaining including addition, deletion, and substitution at all word positions (initial, final, and medial).

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

  - a. Identify and begin using the combined knowledge of all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in and out of context.
  - b. Read and spell words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic words.
  - c. Identify and know the meaning of the most common prefixes and derivational suffixes.
  - d. Identify the unaccented syllable in multisyllabic words (e.g., nation, active, atomic) when reading and spelling.
  - e. Read and spell common irregular words.
  
- **Standard 3.R.4:** Read grade-level text\* with accuracy and fluency to support comprehension. (RL & RI)
  
- **Standard 3.R.5:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL & RI)
  
- **Standard 3.R.6:** Read a variety of texts including those from diverse cultures, retell the text according to the text structure including the main idea and how key details support the main idea. (RL & RI)
  
- **Standard 3.R.7:** Describe characters in a story and explain how their actions contribute to the sequence of events. (RL)

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI)
  
- **Standard 3.R.8:** Determine the meaning of words, phrases, similes, metaphors, and academic and content-specific words within a text. (RL & RI)
  
- **Standard 3.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 or phrase.

- b. Determine the meaning of a new word when a known affix or root is used.
- c. Use glossaries or dictionaries to determine or clarify the precise meaning of key words and phrases.

■ **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)

■ **Standard 3.R.11:** Begins in grade 4.

■ **Standard 3.R.12:** Explain how specific illustrations or text features contribute to what is conveyed by the words in a text. (RL & RI)

■ **Standard 3.R.13:** Not applicable for RL.

Explain how claims in a text are supported by relevant reasons and evidence. (RI)

■ **Standard 3.R.14:** Compare the themes, settings, and plots of stories written about the same or similar characters. (RL)

Compare the most important points and key details presented in two texts on the same topic. (RI)

### Strand 3: WRITING (3.W)

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

■ **Standard 3.W.1:** Write argumentative pieces on topics and/or texts, supporting a point of view with evidence, using linking words and phrases to connect the claim to the evidence, and provide a concluding statement.

a. Introduce the topic, state a claim, and create an organizational structure that provides evidence.

b. Write, produce, and expand simple, compound, and complex sentences.

c. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

■ **Standard 3.W.2:** Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly, link ideas within categories of information using words and phrases, and provide a concluding statement.

a. Introduce and develop a topic using facts, definitions,

details, and group related information and graphics together.

- b. Write, produce, and expand simple, compound, and complex sentences.
- c. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

■ **Standard 3.W.3:** Write narrative pieces to develop real or imagined experiences or events using effective technique, descriptive details, event sequences, and provide a concluding statement.

- a. Set the scene and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Write, produce, and expand simple, compound, and complex sentences.
- c. Use dialogue and descriptions of actions, thoughts, and emotions.
- d. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

■ **Standard 3.W.4:** Conduct short research projects to build knowledge about a topic.

- a. Recall and gather relevant information from one or more sources and provide brief notes to demonstrate understanding of the topic.
- b. Interact and collaborate with others throughout the writing process.

■ **Standard 3.W.5:** Legibly write all upper- and lowercase cursive and manuscript letters.