

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 5

Strand 1: SPEAKING AND LISTENING (5.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 5.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 comments and claims from multiple perspectives and determine if additional information is needed.
 - b. Participate in conversations by asking questions, acknowledging new information, qualifying or justifying responses with reasoning and elaboration, and keeping the discussion on topic.
- **Standard 5.SL.2:** Investigate information presented in various formats and mediums in order to make informed decisions and differentiate between fact and fiction.
- **Standard 5.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
 - a. Present claims and findings, sequencing ideas logically and use relevant descriptions, facts, and details to elaborate on main ideas or themes.

Strand 2: READING (5.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 5.R.1:** Mastered in preschool.
- **Standard 5.R.2:** Mastered in grade 3.

- **Standard 5.R.3:** Demonstrate mastery of age-appropriate phonics skills.

 - a. Read and spell all letter-sound correspondences, syllabi-
cation patterns, morphology (e.g., roots and affixes), and
etymology to accurately read unfamiliar multisyllabic words
in context and out of context.
- **Standard 5.R.4:** Read grade-level text* with accuracy and fluency to support
comprehension. (RL & RI)
- **Standard 5.R.5:** Identify and refer to evidence from a text when explaining
what the text says explicitly and when drawing inferences
from the text. (RL & RI)
- **Standard 5.R.6:** Determine the theme or main idea of a text including those
from diverse cultures and how it is conveyed through particu-
lar details and summarize the text. (RL & RI)
- **Standard 5.R.7:** Compare two characters, settings, or events in a story or
drama, drawing on specific details in the text. (RL)

Explain the relationships or interactions between two or more
individuals, events, ideas, or concepts in a historical, scientific,
or technical text based on specific information in the text. (RI)
- **Standard 5.R.8:** Determine the meaning of words, phrases, figurative lan-
guage, academic and content-specific words, and analyze
their effect on meaning within a text. (RL & RI)
- **Standard 5.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 context as a clue to the meaning of a word or phrase.
 - b. Use Greek and Latin affixes and roots as clues to the mean-
ing of a word.
 - c. Consult reference materials to find the pronunciation and
determine the precise meaning of key words and phrases.
- **Standard 5.R.10:** Analyze how a series of chapters, scenes, or stanzas fits to-
gether to provide the overall structure of a literary text. (RL)

Compare the overall structure in two or more texts using
terms such as sequence, comparison, cause/effect, and prob-
lem/solution. (RI)
- **Standard 5.R.11:** Explain how a narrator’s or speaker’s point of view influences
how events are described. (RL)

Analyze multiple accounts of the same event or topic, noting

important similarities and differences in the point of view they represent. (RI)

- **Standard 5.R.12:** Analyze how the visual and multimedia elements contribute to the meaning, tone, or beauty of a text. (RL)

Draw on information from multiple sources including media to locate an answer to a question or to solve a problem. (RI)

- **Standard 5.R.13:** Not applicable to RL.

Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claims. (RI)

- **Standard 5.R.14:** Compare stories in the same genre on their approaches to similar themes and topics. (RL)

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI)

Strand: WRITING (5.W)

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

- **Standard 5.W.1:** Write argumentative pieces on topics and/or texts, supporting a point of view with evidence and information, using linking words, phrases, and clauses to connect the claim to the evidence, and provide a concluding section related to the claim presented.
 - a. Introduce a topic, state a claim supported by evidence, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - b. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style to develop the argument.
 - c. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.
- **Standard 5.W.2:** Write informative/explanatory pieces to examine a topic that links and conveys ideas and information clearly, using words, phrases, and clauses to show the relationship between ideas, paragraphs, and/or sections, and provide a concluding section related to the information or explanation presented.
 - a. Introduce a topic and group related information in paragraphs and/or sections using organizational structures,

produce complex sentences, and text features, including multimedia when useful, to support the writer's purpose.

- b. Develop the topic using relevant facts, definitions, concrete details, quotations, or examples.
- c. Use precise language and content-specific vocabulary to inform about or explain the topic.
- d. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing

- **Standard 5.W.3:** Write narrative pieces to develop real or imagined experiences or events using effective technique, descriptive details, well-structured event sequences, and provide a resolution.

 - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - d. Use concrete words, phrases, complex sentences, and sensory details to convey experiences and events precisely.
 - e. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.
- **Standard 5.W.4:** Conduct short research projects to craft an argument or answer a question.

 - a. Gather, summarize, and paraphrase information and provide a list of relevant sources.
 - b. Elaborate to demonstrate understanding of the topic under investigation.
 - c. Interact and collaborate with others throughout the writing process.
- **Standard 5.W.5:** Fluently write in cursive and manuscript.