

# 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: GRADES 11–12

## Strand 1: SPEAKING AND LISTENING (11–12.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 11–12.SL.1:** Participate effectively in a range of conversations and collaborations on topics, texts, and issues.
  - a. Respond thoughtfully to diverse perspectives in democratic discussions that involve decision-making and role-taking; resolve claims and evidence.
  - b. Participate in conversations by asking and responding to questions that examine reasoning and evidence, ensuring the opportunity to consider a range of perspectives, and clarify, verify, or challenge ideas and conclusions with evidence.
  - c. Resolve contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.
- **Standard 11–12.SL.2:** Interpret, evaluate, and integrate multiple sources of information presented in various formats and mediums to verify the credibility and accuracy of each source, and note any discrepancies among the data in order to make informed decisions.
- **Standard 11–12.SL.3:** Use appropriate language, grammar, organization, development, and delivery styles appropriate to purpose and audience for formal or informal contexts.
  - a. Strategically use visual displays of data and digital media, to convey information and enhance understanding of presentations.

## Strand 2: READING (11–12.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 11–12.R.1:** Mastered in preschool.
- **Standard 11–12.R.2:** Mastered in grade 3.
- **Standard 11–12.R.3:** Mastered in grade 5.
- **Standard 11–12.R.4:** Read grade-level text\* with accuracy and fluency to support comprehension. (RL & RI)
- **Standard 11–12.R.5:** Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including analyzing where the text implies ambiguity. (RL & RI)
- **Standard 11–12.R.6:** When reading texts, including those from diverse cultures, determine two or more themes and analyze their development, including how they interact and build on one another to produce a complex account, and provide an objective summary that includes textual evidence. (RL)  
When reading texts, including those from diverse cultures, determine main ideas of two or more texts, analyze the main ideas, supporting details, and the relationship between/among the texts; provide an objective synthesis of the texts that includes textual evidence. (RI)
- **Standard 11–12.R.7:** Analyze how an author develops a text through complex and/or dynamic characters, interaction with other characters, and advancement of the plot or development of the theme. (RL)  
Analyze how the author develops a text through an analysis or argument, including the sequence, the introduction and development and connections of ideas. (RI)
- **Standard 11–12.R.8:** Determine the meaning and impact of words and phrases on tone and mood, including words with multiple meanings. Analyze figurative language, connotative meanings, and figures of speech. Examine how the author uses and refines the meaning of domain-specific vocabulary and how language differs across historical time periods, cultures, regions, and genres. (RL & RI)
- **Standard 11–12.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. Analyze patterns of word changes that indicate different meanings or parts of speech.
- b. Determine and consult appropriate reference materials, to find the pronunciation of a word, its precise meaning, its part of speech, its etymology including Greek or Latin affixes and roots, and its usage.

- **Standard 11–12.R.10:** Analyze and evaluate the effectiveness of structures across multiple texts about similar topics/themes, including whether the structures make points or events clear, effective, convincing, or engaging. (RL & RI)
- **Standard 11–12.R.11:** Analyze how an author’s geographic location, identity or background, culture, and time period affect the perspective, point of view, purpose, and implicit/explicit messages of a collective body of work. (RL & RI)
- **Standard 11–12.R.12:** Analyze how a subject and/or content is presented in two or more mediums by determining which details are emphasized, altered, or absent in each account and how these details influence audiences’ experiences and interpretations. (RL & RI)
- **Standard 11–12.R.13:** Not applicable to RL.  
Delineate and evaluate arguments and specific claims across multiple texts on the same subject, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)
- **Standard 11–12.R.14:** Analyze two or more texts of literary significance across and within time periods with similar topics and themes, drawing on their purposes, stylistic choices, and rhetorical features. (RL)  
Analyze and evaluate works of cultural significance for the way in which these works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences. (RI)

### Strand 3: WRITING (11–12.W)

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

- **Standard 11–12.W.1:** Write arguments to support claims in an analysis of complex topics or texts, using logical reasoning and relevant,

sufficient evidence, and provide a conclusion that follows from and supports the argument presented.

- a. Introduce claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
- b. Develop claims and counterclaims by interpreting the most relevant evidence from accurate, credible sources for each; elaborate on the strengths and limitations that anticipate the audience.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
- d. Use appropriate conventions and style for the audience, purpose, and task.

- **Standard 11–12.W.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content, and provide a conclusion that follows from and supports the information or explanation presented.

  - a. Introduce a topic; organize complex ideas and information so that each new element builds on that which precedes it to create a unified whole; utilize formatting, graphics, and multimedia to illustrate complexities.
  - b. Develop the topic thoroughly with relevant and sufficient facts, extended definitions, concrete details, quotations, examples, and figurative language.
  - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas.
  - d. Use precise language and content-specific vocabulary to clarify the complexity of the ideas.
  - e. Use appropriate conventions and style for the audience, purpose, and task.

- **Standard 11–12.W.3:** Write narrative texts to develop real or imagined experiences or events using effective technique, well-structured event sequences, well-chosen details, and provide a resolution with closure.

  - a. Engage and orient the reader by describing a complex problem, situation, or observation.
  - b. Establish one or multiple point(s) of view, and develop a setting, narrator and/or characters.

- c. Apply narrative techniques, such as dialogue, pacing, description, reflection, flashback, and multiple plot lines to develop characters and well-structured event sequences.
  - d. Utilize varied syntax techniques and descriptive language to create a mood and tone appropriate to purpose, task, and audience.
  - e. Use appropriate conventions and style for the audience, purpose, and task.
- **Standard 11–12.W.4:** Conduct research projects to craft an argument, answer a question, or provide an analysis.
  - a. Gather, assess, and synthesize information from credible sources on the topic.
  - b. Evaluate the evidence and generate ideas to demonstrate understanding of the topic and purpose.
  - c. Avoid plagiarism by quoting, paraphrasing, and citing, using a standard format for citation of evidence.
  - d. Interact and collaborate with others throughout the writing process.
- **Standard 11–12.W.5:** Mastered in grade 5.