

UUSD ELA PRIORITY STANDARDS revised 8.2019

| Grade Level | TK/K | 1 | 2 | 3 | 4 | 5 | 6 |
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| Opinion/Argument Cluster | <p>Writing 1 Compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about</p> <p>Reading 1 Ask and answer questions about key details in a text.</p> <p>Speaking/Listening 1 Participate in collaborative conversations with diverse partners <i>about kindergarten topics</i></p> <p>Language 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>Writing 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.</p> <p>Reading 1 Ask and answer questions about key details in a text.</p> <p>Speaking/Listening 2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Language 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>.</p> | <p>Writing 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.</p> <p>Reading 1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>Speaking/Listening 1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>Language 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> | <p>Writing 1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>Reading 1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Speaking/Listening 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>Language 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | <p>Writing 1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>Reading 1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Speaking/Listening 3 Identify the reasons and evidence a speaker or media source provides to support particular points.</p> <p>5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>Language 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> | <p>Writing 1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>Reading 1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Speaking/Listening 4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>Language 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | <p>Writing 1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Reading 1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Speaking/Listening 3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>Language 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> |

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| Informative/ Explanatory Cluster | Writing 2 Compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic. | Writing 2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | Writing 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. | Writing 2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. | Writing 2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. | Writing 2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. | Writing 2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| | Reading 2 With prompting and support, retell familiar stories, including key details. | Reading 2 Retell stories, including key details, and demonstrate an understanding of their central message or lesson. | Reading 2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | Reading 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. | Reading 2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. | Reading 2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | Reading 2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text dis- tinct from personal opinions or judgments. |
| | Speaking/Listening 2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | Speaking/Listening 3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | Speaking/Listening 2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | Speaking/Listening 2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | Speaking/Listening 2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | Speaking/Listening 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. | Speaking/Listening 4 Present claims and findings, sequencing ideas logically, and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| | Language 5 With guidance and support from adults, explore word relationships and nuances in word meanings. | Language 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Language 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Language 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. | Language 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Language 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | Language 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> . |
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| Narrative Cluster | <p>Writing 3 Narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened</p> <p>Reading 3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>Speaking/Listening 4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail</p> <p>6 Produce complete sentences when appropriate to task and situation.</p> <p>Language 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | <p>Writing 3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>Reading 3 Describe characters, settings, and major events in a story, using key details.</p> <p>Speaking/Listening 4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Language 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | <p>Writing 3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>Reading 3 Describe how characters in a story respond to major events and challenges.</p> <p>Speaking/Listening 4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>Language 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>Writing 3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Reading 3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>Speaking/Listening 4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>Language 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>Writing 3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Reading 3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <p>Speaking/Listening 4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>Language 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>Writing 3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Reading 3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>Speaking/Listening 2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Language 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> | <p>Writing 3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Reading 3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>Speaking/Listening 6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Language 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> |
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| Grade Level | 7 | 8 | 9/10 | 11/12 |
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| | <p>Writing 1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Reading 1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>Speaking/Listening 4a Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. CA</p> <p>Language 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | <p>Writing1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Reading 1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Speaking/Listening 4 Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Language 4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing exibly from a range of strategies.</p> | <p>Writing</p> <p>Reading</p> <p>Speaking/Listening</p> <p>Language</p> | <p>Writing</p> <p>Reading</p> <p>Speaking/Listening</p> <p>Language</p> |
| | <p>Writing 2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Reading 2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an</p> | <p>Writing 2 Write informative/explanatory texts, including career development documents to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Reading 2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> | <p>Writing</p> <p>Reading</p> <p>Speaking/Listening</p> <p>Language</p> | <p>Writing</p> <p>Reading</p> <p>Speaking/Listening</p> <p>Language</p> |

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| | <p>objective summary of the text</p> <p>Speaking/Listening 2</p> <p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study</p> <p>Language 2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>—</p> | <p>Speaking/Listening 1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>Language 2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | | |
| | <p>Writing 3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Reading 3</p> <p>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>Speaking/Listening 4</p> <p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Language 3 (5)</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and</p> | <p>Writing 3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Reading 3</p> <p>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>Speaking/Listening 4a</p> <p>Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience.</p> <p>Language 5</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word</p> | <p>Writing</p> <p>Reading</p> <p>Speaking/Listening</p> <p>Language</p> | <p>Writing</p> <p>Reading</p> <p>Speaking/Listening</p> <p>Language</p> |

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| | eliminating wordiness and redundancy.* | meanings. | | |
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