UCSD #1ELA Essential Standards 19-20

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| **Sta #** | **K** | **1st** | **2nd** | **3rd** | **4th** | **5th** | **Proficiency Scale** |
| **Reading Foundational Skills (K-5)** | | | | | | | |
| RF1 | X Demonstrate understanding of the organization and basic features of print.  a.Follow words from left to right, top to bottom, and page by page.  b. Recognize that spoken words are represented in written language by specific sequences of letters.  c. Understand that words are separated by spaces in print.  d.Recognize and name all upper- and lowercase letters of the alphabet. | X Demonstrate understanding of the organization and basic features of print. |  |  |  |  |  |
| RF2 | X Demonstrate understanding of spoken words, syllables, and sounds (phonemes)  a. Recognize and produce rhyming words.  b.Count, pronounce, blend, and segment syllables in spoken words.  c.Blend and segment onsets and rimes of single-syllable spoken words.  d.Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)  e.Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | X Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |  |  |  |  |  |
| RF3 | X Know and apply grade-level phonics and word analysis skills in decoding words  a.Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.  b.Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.  c.Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).  d.Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | X Know and apply grade-level phonics and word analysis skills in decoding words | X Know and apply grade-level phonics and word analysis skills in decoding words. |  |  |  |  |
| RF4 |  | X Read with sufficient accuracy and fluency to support comprehension. | X Read with sufficient accuracy and fluency to support comprehension. |  |  |  |  |
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| **Reading Literature K-5** | | | | | | | |
| RL1 |  |  | X Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | X Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | X Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | X Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |  |
| RL2 |  | X Retell stories, including key details, and demonstrate understanding of their central message or lesson. | X Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |  | X Determine a theme of a story, drama, or poem from details in the text; summarize the text. | X 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. |  |
| RL3 | X Identify characters, settings, and major events in a story. | X Describe characters, settings, and major events in a story, using key details. |  | X Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | X Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). |  |  |
| RL.5 |  |  |  |  |  | X Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |  |
| RL9 |  |  | X Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | X Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | X Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. |  |  |
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| **Reading Informational Text K-5** | | | | | | | |
| RI1 |  | X Ask and answer questions about key details in a  text. | X Ask and answer such questions as who, what,  where, when, why, and how to demonstrate  understanding of key details in a text. | X Ask and answer questions to demonstrate  understanding of a text, referring explicitly to the  text as the basis for the answers. | X Refer to details and examples in a text when  explaining what the text says explicitly and when  drawing inferences from the text. | X Quote accurately from a text when explaining  what the text says explicitly and when drawing  inferences from the text. |  |
| RI2 | X Identify the main topic and retell key details of a text. | X Identify the main topic and retell key details of a text. | X Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. | X Determine the main idea of a text; recount the key details and explain how they support the main idea. | X Determine the main idea of a text and explain how it is supported by key details; summarize the text | X Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |  |
| RI3 |  |  |  |  |  | X 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. |  |
| RI5 |  | X Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | X Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. | X Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently | X Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | X Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |  |
| RI6 |  |  | X Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | X Distinguish their own point of view from that of the author of a text. |  |  |  |
| RI7 | X Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). |  |  |  |  |  |  |
| RI8 |  |  |  | X Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |  |  |  |
| RI9 |  |  | X Compare and contrast the most important points presented by two texts on the same topic. | X Compare and contrast the most important points and key details presented in two texts on the same topic | X Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |  |  |
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| **Writing K-5** | | | | | | | |
| W1 |  | X 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. | X 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 reasons, and provide a concluding statement or section. | X Write opinion pieces on topics or texts, supporting a point of view with reasons | X Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | X Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |  |
| W2 |  | X Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | X Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | X Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. | X Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. | X Write informative/ explanatory texts to examine a topic and convey ideas and information clearly |  |
| W3 | X Use a combination of drawing, dictating, and writing to 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. | X 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. | X 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. |  | X Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |  |  |
| W8 |  |  |  | X Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |  |  |  |
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| **Language K-5** | | | | | | | |
| L2 |  |  | X Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing |  |  |  |  |
| L4 |  |  |  | XDetermine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. | X Determine or clarify the meaning of unknown and  multiple-meaning words and phrases based on  grade 4 reading and content, choosing flexibly  from a range of strategies. |  |  |
| L5 |  |  |  |  | X Demonstrate understanding of figurative  language, word relationships, and nuances in word  meanings. |  |  |
| SL.2 |  |  |  | XDetermine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |  |  |  |
| SL.3 |  |  |  | XAsk and answer questions about information from a speaker, offering appropriate elaboration and detail. |  |  |  |