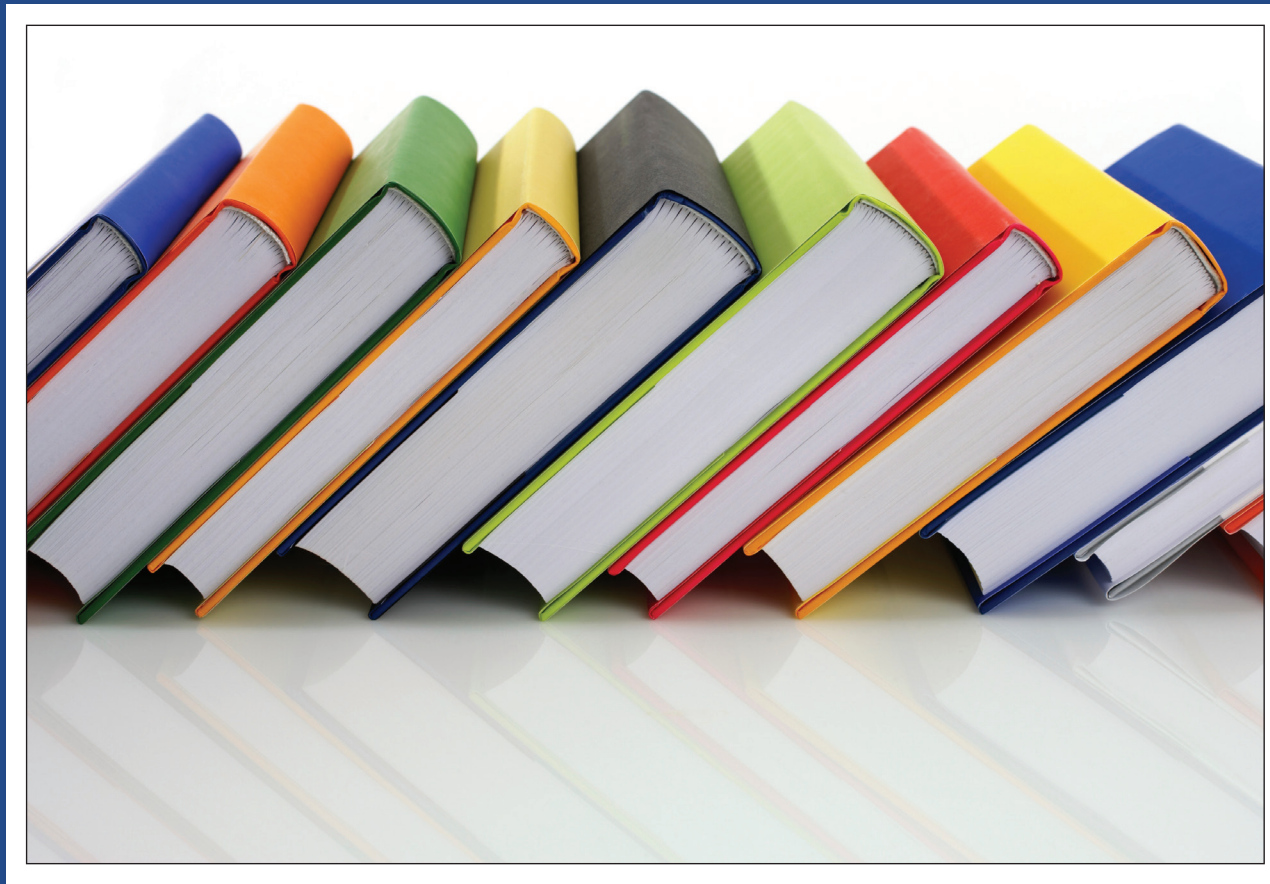


ESSENTIAL ELEMENTS  
AND ALTERNATE ACHIEVEMENT DESCRIPTORS FOR

# English Language Arts





ESSENTIAL ELEMENTS

# English Language Arts



Wisconsin Department of Public Instruction  
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SECTION I

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**Wisconsin's Approach  
to Academic Standards**







## Foreword

In June 2010, Wisconsin adopted the Common Core State Standards in English Language Arts and Mathematics. These K-12 academic standards are aligned with college and work expectations, include rigorous content and application, and are internationally benchmarked. Additionally, the Common Core State Standards emphasize literacy in all of the disciplines. For all students to be career and college ready, including students with significant cognitive disabilities, educators should include both the content and the reading and writing skills that students need to demonstrate learning in the other disciplinary areas.

All students, including students with significant cognitive disabilities, deserve and have a right to a quality educational experience. This right includes, to the maximum extent possible, the opportunity to be involved in and meet the same challenging expectations that have been established for all students. Wisconsin educators collaborated with educators from 12 other states to create alternate achievement standards aligned to the Common Core State Standards. These alternate achievement standards are called the *Wisconsin Common Core Essential Elements (CCEEs) in English Language Arts and Mathematics*. The CCEEs satisfy the requirement of the U.S. Department of Education that Wisconsin have alternate achievement standards for its students with significant cognitive disabilities that are clearly linked to grade-level academic content standards, promote access to the general curriculum and reflect professional judgment of the highest expectation possible.

This document is a guide for parents, educators, school personnel, and other community members to support their work in teaching students with significant cognitive disabilities the academic skills necessary to succeed in life after graduation.

Tony Evers, PhD  
State Superintendent





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Finally, a special thanks to Wisconsin educators and citizens who provided public comment and feedback to drafts of the Common Core State Standards, served on statewide standards leadership groups, and supported implementation of standards.

## Purpose of the Document

Sections 1, 2 and 4 of this document were developed by Wisconsin educators to provide the vision and principles that support Wisconsin's Approach to Academic Standards. These principles, although initially developed for the CCSS, can be applied to the CCEEs and instructional practices of educators of students with significant cognitive disabilities.

To assist Wisconsin education stakeholders in understanding and implementing the **Common Core State Standards (CCSS)**, Wisconsin Department of Public Instruction (DPI) has developed guidance to be used along with the CCSS. These materials are intended to provide further direction and should not be viewed as administrative rule. This publication provides a vision for student success, guiding principles for teaching and learning, and locates the standards within a multi-level system of support where high quality instruction, balanced assessment, and collaboration function together for student learning. Information on the design and content of the CCSS is included, as is a guide to assist with facilitating local conversations about these internationally-benchmarked standards and how they impact instruction.



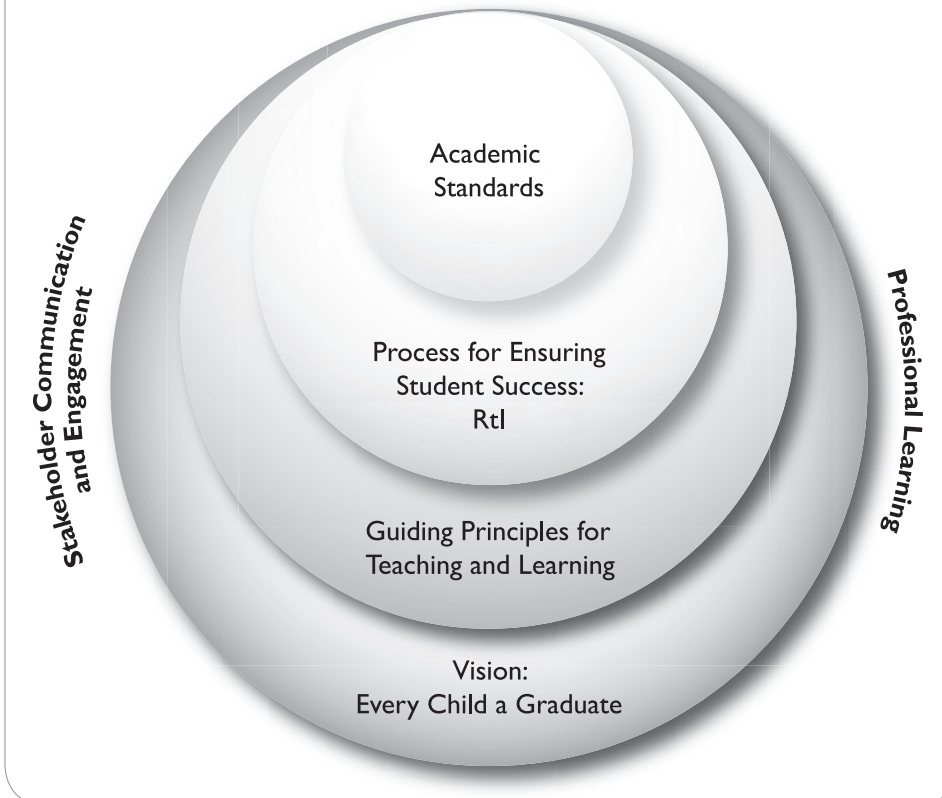


## Aligning for Student Success

To build and sustain schools that support every student in achieving success, educators must work together with families, community members, and business partners to connect the most promising practices in the most meaningful contexts. Major statewide initiatives focus on high school graduation, Response to Intervention (RtI), and the *Common Core State Standards for English Language Arts, Disciplinary Literacy, and Mathematics*. While these are often viewed as separate efforts or

initiatives, each of them is connected to a larger vision of every child graduating college and career ready. The graphic below illustrates how these initiatives function together for a common purpose. Here, the vision and set of guiding principles form the foundation for building a supportive process for teaching and learning rigorous and relevant content. The following sections articulate this integrated approach to increasing student success in Wisconsin schools and communities.

### Relationship Between Vision, Principles, Process, Content



### A Vision: Every Child a Graduate

In Wisconsin, we are committed to ensuring every child is a graduate who has successfully completed a rigorous, meaningful, 21st century education that will prepare him or her for careers, college and citizenship. Though our public education system continues to earn nation-leading graduation rates, a fact we can be proud of, one in ten students drop out of school, achievement gaps are too large, and overall achievement could be even higher. This vision for every child a graduate guides our beliefs and approaches to education in Wisconsin.

### Guided By Principles

All educational initiatives are guided and impacted by important and often unstated attitudes or principles for teaching and learning. *The Guiding Principles for Teaching and Learning* emerge from research and provide the touchstone for practices that truly affect the vision of every child a graduate prepared for college and career. When made transparent, these principles inform what happens in the classroom, the implementation and evaluation of programs, and most important, remind us of our own beliefs and expectations for students.



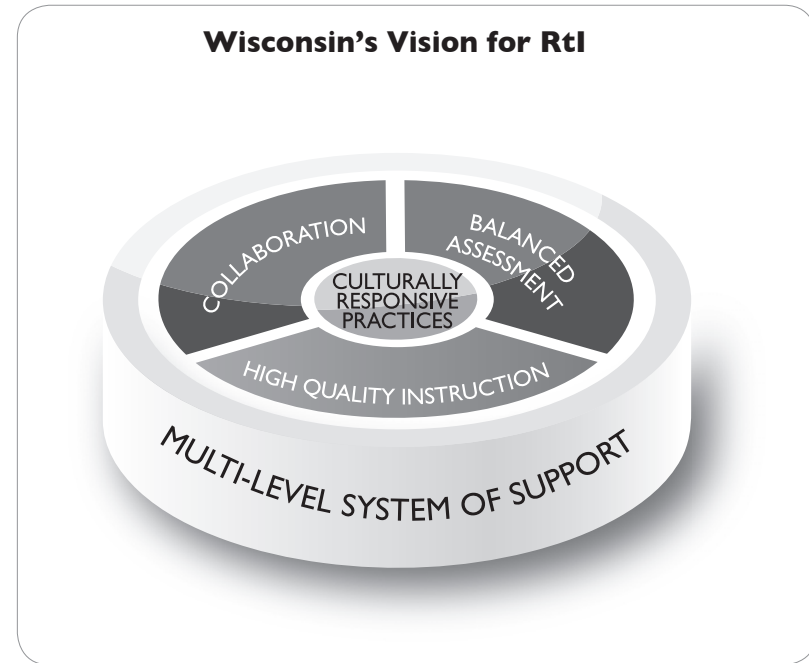
### Ensuring a Process for Student Success

To ensure that every child in Wisconsin graduates prepared for college and career, schools need to provide high quality instruction, balanced assessment and collaboration reflective of culturally responsive practices. The Wisconsin Response to Intervention (RtI) framework helps to organize the components of a system designed to support student learning. Below, the three essential elements of high quality instruction, balanced assessment and collaboration interact within a multi-level system of support to ensure each student receives what he or she needs to access higher levels of academic and behavioral success.

At the school or district level, programs, initiatives and practices related to high quality instruction, balanced assessment and collaboration can be more powerful when organized or braided to function systemically to support all students. The focus must be on a comprehensive approach to student learning.

### Connecting to Content: The Common Core State Standards

Within this vision for increased student success, rigorous, internationally-benchmarked academic standards provide the content for high quality curriculum and instruction, and for a balanced assessment system aligned to those standards. With the adoption of the CCSS, Wisconsin has the tools to build world-class curriculum, instruction and assessments for greater student learning. The CCSS articulate what we teach so that educators can focus on how instruction can best meet the needs of each student. When implemented within a multi-level system of support, the CCSS can help to ensure that every child will graduate prepared for college, work and a meaningful life.



**“Educators must work together with families, community members, and business partners to connect the most promising practices in the most meaningful contexts.”**



## Guiding Principles for Teaching and Learning

These guiding principles are the underpinnings of effective teaching and learning for every Wisconsin teacher and every Wisconsin student. They are larger than any one initiative, process or set of standards. Rather, they are the lens we look through as we identify teaching and learning standards, design assessments and determine what good instruction looks like. These principles recognize that every student has the right to learn and are built upon three essential elements: high quality instruction, balanced assessment, and collaboration. They are meant to align with academic excellence, rigorous instruction, and college and career readiness for every Wisconsin student. For additional research, resources and probing questions to support professional learning on the six principles, please see the Wisconsin Research and Resources section of this document.

### **Every student has the right to learn.**

It is our collective responsibility as an education community to make certain each child receives a high-quality, challenging education designed to maximize potential, an education that reflects and stretches his or her abilities and interests. This belief in the right of every child to learn forms the basis of equitable teaching and learning. The five principles that follow cannot exist without this commitment guiding our work.

### **Instruction must be rigorous and relevant.**

To understand the world in which we live, there are certain things we all must learn. Each school subject is made up of a core of essential knowledge that is deep, rich, and vital. Every student, regardless of age or ability, must be taught this essential knowledge. What students learn is fundamentally connected to how they learn, and successful instruction blends the content of a discipline with processes of an engaging learning environment that changes to meet the dynamic needs of all students.



### **Purposeful assessment drives instruction and affects learning.**

Assessment is an integral part of teaching and learning. Purposeful assessment practices help teachers and students understand where they have been, where they are, and where they might go next. No one assessment can provide sufficient information to plan teaching and learning. Using different types of assessments as part of instruction results in useful information about student understanding and progress. Educators should use this information to guide their own practice and in partnership with students and their families to reflect on learning and set future goals.

### **Learning is a collaborative responsibility.**

Teaching and learning are both collaborative processes. Collaboration benefits teaching and learning when it occurs on several levels: when students, teachers, family members, and the community collectively prioritize education and engage in activities that support local schools, educators, and students; when educators collaborate with their colleagues to support innovative classroom practices and set high expectations for themselves and their students; and when students are given opportunities to work together toward academic goals in ways that enhance learning.

### **Students bring strengths and experiences to learning.**

Every student learns. Although no two students come to school with the same culture, learning strengths, background knowledge, or experiences, and no two students learn in exactly the same way, every student's unique personal history enriches classrooms, schools, and the community. This diversity is our greatest education asset.

### **Responsive environments engage learners.**

Meaningful learning happens in environments where creativity, awareness, inquiry, and critical thinking are part of instruction. Responsive learning environments adapt to the individual needs of each student and encourage learning by promoting collaboration rather than isolation of learners. Learning environments, whether classrooms, schools, or other systems, should be structured to promote engaged teaching and learning.



## Reaching Every Student; Reaching Every Discipline

### Reaching Every Student

The CCSS set high, clear and consistent expectations for all students. In order to ensure that all students can meet and exceed those expectations, Wisconsin educators provide flexible and fluid support based on student need. Each student brings a complex system of strengths and experiences to learning. One student may have gifts and talents in mathematics and need additional support to reach grade-level standards in reading. A student may be learning English as a second language while remaining identified for gifted services in science. The following statements provide guidance for how to ensure that the CCSS provide the foundation for learning for every student in Wisconsin, regardless of their unique learning needs.

### Application of Common Core State Standards for English Language Learners

The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners (ELLs). However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

ELLs are a heterogeneous group with differences in ethnic background, first language, socioeconomic status, quality of prior schooling, and levels of English language proficiency. Effectively educating these students requires pre-assessing each student instructionally, adjusting instruction accordingly, and closely monitoring student progress. For example, ELLs who are literate in a first language that shares cognates with English can apply first-language vocabulary knowledge when reading in English; likewise ELLs with high levels of schooling can often bring to bear conceptual knowledge developed in their first language when reading in English. However, ELLs with limited or interrupted schooling will need to acquire background knowledge prerequisite to educational tasks at hand. Additionally, the development of native-like proficiency in English takes many years and may not be achieved by all ELLs especially if they start

schooling in the US in the later grades. Teachers should recognize that it is possible to achieve the standards for reading and literature, writing and research, language development and speaking and listening without manifesting native-like control of conventions and vocabulary.

### English Language Arts

The Common Core State Standards for English Language Arts (ELA) articulate rigorous grade-level expectations in the areas of reading, writing, speaking, listening to prepare all students to be college and career ready, including English language learners. Second-language learners also will benefit from instruction about how to negotiate situations outside of those settings so they are able to participate on equal footing with native speakers in all aspects of social, economic, and civic endeavors.

ELLs bring with them many resources that enhance their education and can serve as resources for schools and society. Many ELLs have first language and literacy knowledge and skills that boost their acquisition of language and literacy in a second language; additionally, they bring an array of talents and cultural practices and perspectives that enrich our schools and society. Teachers must build on this enormous reservoir of talent and provide those students who need it with additional time and appropriate instructional support. This includes language proficiency standards that teachers can use in conjunction with the ELA standards to assist ELLs in becoming proficient and literate in English. To help ELLs meet high academic standards in language arts it is essential that they have access to:

- Teachers and personnel at the school and district levels who are well prepared and qualified to support ELLs while taking advantage of the many strengths and skills they bring to the classroom;
- Literacy-rich school environments where students are immersed in a variety of language experiences;
- Instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level coursework;



- Coursework that prepares ELLs for postsecondary education or the workplace, yet is made comprehensible for students learning content in a second language (through specific pedagogical techniques and additional resources);
- Opportunities for classroom discourse and interaction that are well-designed to enable ELLs to develop communicative strengths in language arts;
- Ongoing assessment and feedback to guide learning; and
- Speakers of English who know the language well enough to provide ELLs with models and support.

### **Application to Students with Disabilities**

The Common Core State Standards articulate rigorous grade-level expectations in the areas of mathematics and English language arts. These standards identify the knowledge and skills students need in order to be successful in college and careers.

Students with disabilities, students eligible under the Individuals with Disabilities Education Act (IDEA), must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. These common standards provide an historic opportunity to improve access to rigorous academic content standards for students with disabilities. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to mathematics and English language arts (ELA) standards for all students, including those with disabilities. Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 CFR §300.39, 2004). Therefore, how these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students.

In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening (English language arts), their instruction must incorporate supports and accommodations, including:

- Supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum (IDEA 34 CFR §300.34, 2004).
- An Individualized Education Program (IEP)<sup>1</sup> which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.
- Teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services.

Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as:

- Instructional supports for learning, based on the principles of Universal Design for Learning (UDL),<sup>2</sup> which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.
- Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005), changes in materials or procedures, which do not change the standards but allow students to learn within the framework of the Common Core.
- Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.

Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.





## Implications for the Common Core State Standards for Students with Gifts and Talents

The CCSS provide a roadmap for what students need to learn by benchmarking expectations across grade levels. They include rigorous content and application of knowledge through higher-order skills. As such, they can serve as a foundation for a robust core curriculum, however, students with gifts and talents may need additional challenges or curricular options. In order to recognize what adaptations need to be made or what interventions need to be employed, we must understand who these students are.

According to the National Association for Gifted Children (2011), “Giftedness, intelligence, and talent are fluid concepts and may look different in different contexts and cultures” (para. 1). This means that there are students that demonstrate high performance or have the potential to do so in academics, creativity, leadership, and/or the visual and performing arts. Despite this diversity there are common characteristics that are important to note.

Students with gifts and talents:

- Learn at a fast pace.
- Are stimulated by depth and complexity of content.
- Make connections.

These traits have implications for how the Common Core State Standards are used. They reveal that as curriculum is designed and instruction, is planned there must be:

- Differentiation based on student readiness, interest, and learning style:
  - Pre-assessing in order to know where a student stands in relation to the content that will be taught (readiness), then teach those standards that the student has not mastered and enrich, compact, and/or accelerate when standards have been mastered. This might mean using standards that are beyond the grade level of the student.
  - Knowledge of our students so we are familiar with their strengths, background knowledge, experiences, interests, and learning styles.

- Flexible grouping to provide opportunities for students to interact with peers that have similar abilities, similar interests, and similar learning styles (homogenous grouping), as well as different abilities, different interests, and different learning styles (heterogeneous grouping).
- Differentiation of content, process, and product.
  - Use of a variety of materials (differentiating content) to provide challenge. Students may be studying the same concept using different text and resources.
  - Variety of tasks (differentiating process). For example in a science lesson about the relationship between temperature and rate of melting, some students may use computer-enhanced thermometers to record and graph temperature so they can concentrate on detecting patterns while other students may graph temperature at one-minute intervals, then examine the graph for patterns.
  - Variety of ways to demonstrate their learning (differentiating product). These choices can provide opportunities for students with varying abilities, interests, and learning styles to show what they have discovered.
- Adjustment to the level, depth, and pace of curriculum.
  - Compact the curriculum to intensify the pace.
  - Vary questioning and use creative and critical thinking strategies to provide depth.
  - Use standards beyond the grade level of the students. Since the CCSS provide a K-12 learning progression, this is easily done.
  - Accelerate subject areas or whole grades when appropriate.
- Match the intensity of the intervention with the student’s needs. This means that we must be prepared to adapt the core curriculum and plan for a continuum of services to meet the needs of all students, including those with gifts and talents.



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## Reaching Every Discipline Wisconsin's Approach to Disciplinary Literacy

### Background

In Wisconsin, we hold the vision that every child must graduate ready for post-secondary education and the workforce. To achieve this vision, students must develop the skills to think, read, communicate, and perform in many academic contexts. If students must develop these specific skills, every educator must then consider how students learn to read, write, think, speak and listen in their discipline.

The kinds of reading, writing, thinking, speaking and listening required in a marketing course are quite different when compared with the same processes applied in an agriculture, art or history course. For example, a student may have successfully learned the vocabulary and content needed to score an A on a freshman biology test, but finds he still struggles to understand relevant articles from *Popular Science Magazine*, or use his science vocabulary to post respected responses on an environmental blog he reads at home. This student knows biology content, but lacks the disciplinary literacy to think, read, write, and speak with others in this field. Without this ability, his content knowledge is limited only to the classroom, and cannot extend to the real world around him.

**In Wisconsin, disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field.**

Teaching for disciplinary literacy ensures that students develop the skills to use the deep content knowledge they learn in school in ways that are relevant to each of them, and to the world around them.

In 2009, *The State Superintendent's Adolescent Literacy Plan* offered recommendations for how to begin professional conversations about disciplinary literacy in Wisconsin. The plan recommended Wisconsin write standards for literacy that were specific to each discipline, and emphasized the need to accompany these literacy standards with discipline-specific professional learning.

### Wisconsin's Approach to Disciplinary Literacy

In 2010, the Council of Chief State School Officers (CCSSO) responded to this need for standards by publishing Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects in grades 6-12. These standards were adopted by State Superintendent Tony Evers in June 2010. Wisconsin applauds this bold move to begin a national conversation on disciplinary literacy, and recognizes the need to broaden this effort to include all disciplines, and every educator in every grade level.

The ability to read, write, think, speak, and listen, in different ways and for different purposes begins early and becomes increasingly important as students pursue specialized fields of study in high school and beyond. These abilities are as important in mathematics, engineering and art courses as they are in science, social studies and English.

To further solidify Wisconsin's expanded approach to disciplinary literacy, a statewide leadership team comprised of K-16 educators from diverse subject areas was convened. A set of foundations, was established and directs Wisconsin's approach to disciplinary literacy.

This document begins the conversation about literacy in all subjects. It will come to life when presented to teachers and they are able to showcase their subjects' connection to literacy in all subjects which will bring the literacy standards to life for their community of learners.





### **Wisconsin Foundations for Disciplinary Literacy**

To guide understanding and professional learning, a set of foundational statements, developed in concert with *Wisconsin's Guiding Principles for Teaching and Learning*, directs Wisconsin's approach to disciplinary literacy.

- Academic learning begins in early childhood and develops across all disciplines.
- Content knowledge is strengthened when educators integrate discipline-specific literacy into teaching and learning.
- The literacy skills of reading, writing, listening, speaking and critical thinking improve when content-rich learning experiences motivate and engage students.
- Students demonstrate their content knowledge through reading, writing, listening, and speaking as part of a content literate community.

### **Wisconsin's Common Core Standards for Literacy in All Subjects**

With the Wisconsin Foundations for Disciplinary Literacy, Wisconsin expands the Common Core State Standards for Literacy in History/ Social Studies, Science and Technical Subjects, to include every educator in every discipline and at every level. The Common Core Standards for English Language Arts include the Literacy Standards in History/Social Studies, Science and Technical Subjects as well as other relevant standards materials, resources, and research that support discipline-specific conversations across all content areas and grade levels.

The Common Core State Standards for Literacy in all Subjects is included as part of every set of Wisconsin standards as each discipline is reviewed in accordance with the process for Wisconsin standards revision <http://www.dpi.wi.gov/standards>. This document includes relevant resources and research that may be helpful in advancing school and district conversations, and can also be downloaded at [www.dpi.wi.gov/standards](http://www.dpi.wi.gov/standards) or purchased as a stand-alone document through [www.dpi.wi.gov/publications](http://www.dpi.wi.gov/publications).



 SECTION 2

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**Wisconsin's Approach to  
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## Wisconsin Foundations for English Language Arts

Wisconsin’s Guiding Principles for Teaching and Learning provide important guidance for approaching the discipline of English language arts. Within the discipline, each of the six principles has specific implications for equity, pedagogy, instruction and assessment. English language arts educators should consider how the six guiding principles can influence the approach to the discipline.

The Common Core State Standards break English language arts into four distinct areas: Reading, Writing, Speaking/Listening, and Language. However, certain foundations of the discipline connect all standards across these four areas at a more conceptual level. To further connect the standards, and to make explicit the foundational underpinnings of the discipline of English language arts, Wisconsin has developed several broad emphases of English language arts to consider. They are:

### **English language arts is an integrated discipline.**

Though the standards are separated into sections, the processes of reading, writing, speaking, listening, viewing and representing happen in a connected way, and are intended to be taught as such, in rich and authentic learning contexts. (CCSS, p.4)

### **English language arts instruction builds an understanding of the human experience.**

The discipline of English language arts celebrates the richness and complexity of literature, drama, speech and language while providing a window to the human experience. Through rigorous textual analysis and text creation, students grapple with moral, philosophical and aesthetic facets of humanity, which inform, persuade and narrate our lives and help us understand the experiences of others. These understandings ensure students graduate not only ready for college and career, but also ready to be thinking and feeling world citizens.

### **Literacy is an evolving concept, and becoming literate is a lifelong learning process.**

As society and technology change, so does literacy. Literacy evolves as widening perspectives change the way we read, write, speak, listen, view and represent. Students begin the process of becoming literate long before entering the classroom, and continue this process in every classroom throughout their formal schooling, and long after formal schooling is completed. Literacy attainment, and especially early literacy attainment, is strengthened by responsive learning environments that include research-based core programs, strong intervention systems, and multiple ways of monitoring what learners know and are able to do. Knowing this, all educators must see themselves as both literacy teachers and literacy learners. (CCSS, p.4)

### **Critical thinking and problem solving, communication, collaboration, and creativity are aspects of effective English language arts instruction and attributes of Wisconsin graduates.**

Wisconsin’s commitment to ensuring that 21st century skills are embedded aspects of English language arts is ongoing. This skill development strengthens English instruction, and student mastery of these skills is important to Wisconsin’s conception of college and career readiness, and to ensuring students access the discipline of English language arts in rich and meaningful ways. (CCSS, p. 7)

### **Literacy, language and meaning are socially constructed and are enhanced by multiple perspectives.**

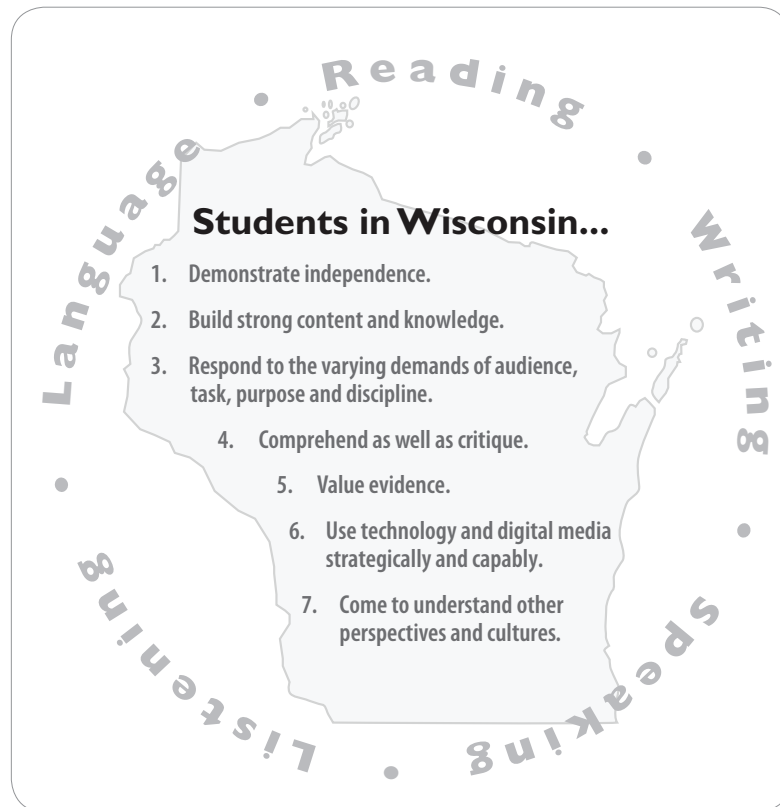
A rich diversity of texts, language uses, viewpoints and critical discussions are important for building knowledge in Wisconsin English classrooms. Exposure to different genres and text types, and access to multiple and global perspectives provide a venue to explore and analyze the world. (CCSS, p. 7)





## Students Who are College and Career Ready in Reading, Writing, Speaking, Listening and Language

The CCSS provide a portrait of students who have met the standards in Reading, Writing, Speaking, Listening and Language. The graphic below illustrates these qualities of a student who is proficient in the discipline. For more information on these dispositions, see page 7 of the CCSS standards.





## CCSS Emphases of English Language Arts

The following chart provides Wisconsin educators with a broad understanding of the major emphases in the field of English language arts now that the state has adopted the Common Core State Standards (CCSS) as Wisconsin's standards. In each section of the CCSS (Reading, Writing, Speaking/Listening, and Language) and accompanying appendices, there are general emphases in the overall approach to the discipline articulated below, and within each grade band (K-2, 3-5, 6-8, 9-12) there are more specific changes to note. The emphasis highlighted within the English language arts portion of the CCSS help to illuminate the unique discipline of English language arts. Developing disciplinary literacy in every subject area is a major emphasis across all Wisconsin standards, including English language arts.

These general emphases provide educators with a beginning point for critical conversation about the impact of the CCSS on curriculum, instruction and assessment and are intended to be used alongside the CCSS and the accompanying appendix documents. Specific grade-band emphases are detailed in the web-based resources available at [www.dpi.wi.gov/standards](http://www.dpi.wi.gov/standards)

Reading		Speaking and Listening	
1. Informational text must be studied in addition to literature.		1. Discussion is viewed as a key component of learning and building shared knowledge.	
2. Foundational reading skills are more specifically defined (K-5).		2. Speaking and listening are viewed as embedded aspects of every English language arts classroom.	
3. Text complexity is more specifically defined to ensure consistency and rigor.		3. Technology is viewed as more than a tool; it changes the way speaking and listening occurs.	
4. Technology is viewed as more than a tool; it changes reading and reading instruction.			
Writing		Language	
1. Narrative, informative/explanatory, and opinion writing are emphasized, in addition to other genres.		1. Punctuation and grammar instruction must occur in embedded and authentic contexts.	
2. Writing exemplars are included to ensure consistent rigorous expectations for student writing.		2. Vocabulary instruction must be intentional and occur in authentic contexts.	
3. Research and inquiry are emphasized as processes rather than a text type.			
4. Technology is viewed as more than a tool; it changes writing and writing instruction.			



## How to use the CCSS Appendix Documents

The CCSS for English Language Arts include several appendix documents to assist in reading and understanding the standards. All appendix documents can be read and downloaded at <http://www.corestandards.org/the-standards>

English Language Arts Appendices A, B, and C provide clear definitions of various terminology:

**Appendix A** establishes consistent ways to discuss text complexity citing relevant research.

**Appendix B** shares exemplar texts.

**Appendix C** provides student writing samples to spur professional discussion and instructional decision-making.

Appendix A, B, and C should not be seen as establishing required text lists or providing sample writing prompts. Rather, use the appendix documents as tools to assist in building consistent understanding and expectations for selecting and using complex texts, diversifying text types for reading and writing, and building a ladder of increasingly sophisticated student writing.



## SECTION 3

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# **Common Core Essential Elements for English Language Arts**





# DYNAMIC LEARNING MAPS

# ESSENTIAL ELEMENTS

FOR

# English Language Arts

The Dynamic Learning Maps Essential Elements are copyrighted by the University of Kansas Center for Research. They are based substantially on an earlier version that was copyrighted by Edvantia. The Essential Elements may be reprinted, with appropriate citation, in part or entirety by anyone. However, no text in the document may be modified. Comments, explanations, or other additional materials may be interspersed as long as they are clearly indicated that they are not part of the Essential Elements and are not the opinions of DLM. Appropriate citations follows.

Dynamic Learning Maps Consortium (2013). *Dynamic Learning Maps Essential Elements for English Language Arts*. Lawrence, KS: University of Kansas.

and

Dynamic Learning Maps Consortium (2013). *Dynamic Learning Maps Essential Elements for Mathematics*. Lawrence, KS: University of Kansas.

# Common Core Essential Elements for English Language Arts

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## **BACKGROUND ON THE DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS**

The Dynamic Learning Maps Essential Elements are specific statements of knowledge and skills linked to the grade-level expectations identified in the Common Core State Standards. The purpose of the Dynamic Learning Maps Essential Elements is to build a bridge from the content in the Common Core State Standards to academic expectations for students with the most significant cognitive disabilities. The initial draft of the Dynamic Learning Maps Essential Elements (then called the Common Core Essential Elements) was released in the spring of 2012.

The initial version of the Dynamic Learning Maps Essential Elements (DLM EEs) was developed by a group of educators and content specialists from the 12 member states of the Dynamic Learning Maps Alternate Assessment Consortium (DLM) in the spring of 2011. Led by Edvantia, Inc., a sub-contractor of DLM, representatives from each state education agency and the educators and content specialists they selected developed the original draft of DLM EEs. Experts in mathematics and English language arts, as well as individuals with expertise in instruction for students with significant cognitive disabilities reviewed the draft documents. Edvantia then compiled the information into the version released in the spring of 2012.

Concurrent with the development of the DLM EEs, the DLM consortium was actively engaged in building learning maps in mathematics and English language arts. The DLM learning maps are highly connected representations of how academic skills are acquired, as reflected in research literature. In the case of the DLM project, the Common Core State Standards helped to specify academic targets, while the surrounding map content clarified how students could reach the specified standard. Learning maps of this size had not been previously developed, and as a result, alignment between the DLM EEs and the learning maps was not possible until the fall of 2012, when an initial draft of the learning maps was available for review.

### **ALIGNMENT OF THE DLM EES TO THE DLM LEARNING MAPS**

Teams of content experts worked together to revise the initial version of the DLM EEs and the learning maps to ensure appropriate alignment of these two critical elements of the project. Alignment involved horizontal alignment of the DLM EEs with the Common Core State Standards and vertical alignment of the DLM EEs with meaningful progressions in the learning maps. The alignment process began when researchers Caroline Mark and Kelli Thomas compared the learning maps with the initial version of the DLM EEs to determine how the map and the DLM EEs should be adjusted to improve their alignment.

The teams of content experts most closely involved with this alignment work included:

### **Mathematics**

Kelli Thomas, Ph.D. (co-lead)  
Angela Broaddus, Ph.D. (co-lead)  
Perneet Sood  
Kristin Joannou  
Bryan Candea Kromm

### **English Language Arts**

Caroline Mark, Ph.D. (lead)  
Jonathan Schuster, Ph.D.  
Russell Swinburne Romine, Ph.D.  
Suzanne Peterson

These teams worked in consultation with Sue Bechard, Ph.D. and Karen Erickson, Ph.D., who offered guidance based on their experience in alternate assessments of students with significant cognitive disabilities.

## **THE ALIGNMENT PROCESS**

The process of aligning the learning map and the DLM EEs began by identifying nodes in the maps that represented the essential elements in mathematics and English language arts. This process revealed areas in the maps where additional nodes were needed to account for incremental growth reflected from an essential element in one grade to the next. Also identified were areas in which an essential element was out of place developmentally, according to research, with other essential elements. For example, adjustments were made when an essential element related to a higher-grade map node appeared earlier on the map than an essential element related to a map node from a lower grade (e.g., a fifth-grade skill preceded a third-grade skill). Finally, the alignment process revealed DLM EEs that were actually written as instructional tasks rather than learning outcomes.

This initial review step provided the roadmap for subsequent revision of both the learning maps and the DLM EEs. The next step in the DLM project was to develop the claims document, which served as the basis for the evidence-centered design of the DLM project and helped to further refine both the modeling of academic learning in the maps and the final revisions to the DLM EEs.

## **CLAIMS AND CONCEPTUAL AREAS**

The DLM system uses a variant of evidence-centered design (ECD) as the framework for developing the DLM Alternate Assessment System. While ECD is multifaceted, it starts with a set of claims regarding important knowledge in the domains of interest (mathematics and English language arts), as well as an understanding of how that knowledge is acquired. Two sets of claims have been developed for DLM that identify the major domains of interest within mathematics and English language arts for students with significant cognitive disabilities. These claims are broad statements about expected student learning that serve to focus the scope of the assessment. Because the learning map identifies particular paths to the acquisition of academic skills, the claims also

help to organize the structures in the learning map for this population of students. Specifically, conceptual areas within the map further define the knowledge and skills required to meet the broad claims identified by DLM.

The claims are also significant because they provide another means through which to evaluate alignment between the DLM EEs and the learning map nodes, and serve as the foundation for evaluating the validity of inferences made from test scores. DLM EEs related to a particular claim and conceptual area must clearly link to one another, and the learning map must reflect how that knowledge is acquired. Developing the claims and conceptual areas for DLM provided a critical framework for organizing nodes on the learning maps and, accordingly, the DLM EEs that align with each node.

The table below reveals the relationships among the claims, conceptual areas, and DLM EEs in English language arts. The DLM EEs are represented with codes that reflect the strands in English language arts with the strand listed first, followed by the standard. For example, EE.RL.1 is the DLM EE that aligns with Reading Literature standard 1. The grade is not identified for the English language arts standards in the table below, as strands remain consistent from kindergarten through high school. Keys to the codes can be found under the table.

Clearly articulated claims and conceptual areas for DLM served as an important evidence-centered framework within which this version of the DLM EEs was developed. With the claims and conceptual areas in place, the relationship between DLM EEs within a claim and conceptual area or across grade levels is easier to track and strengthen. The learning maps, as well as the claims and conceptual areas, had not yet been developed when the original versions of the DLM EEs were created. As such, the relationship of DLM EEs within and across grade levels was more difficult to evaluate at that time.

**Table 1.** Dynamic Learning Maps Claims and Conceptual Areas for Students with Significant Cognitive Disabilities in English Language Arts

<b>Claim 1</b>	<p><b>Students can comprehend text in increasingly complex ways.</b></p> <p>Conceptual Areas in the Dynamic Learning Map:</p> <p><b>C1.1 Determining Critical Elements of Text</b>  <i>Essential Elements Included: RL*1, RL*3, RL*5, RI*1, RI*2, RI*5</i></p> <p><b>C1.2 Constructing Understandings of Text</b>  <i>Essential Elements Included: RL*2, RL*4, RI*4, RI*8, L*5</i></p> <p><b>C1.3 Integrating Ideas and Information from Text</b>  <i>Essential Elements Included: RL*6, RL*7, RL*9, RI*3, RI*6, RI*7, RI*9, W*9a, W*9b</i></p>
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<b>Claim 2</b>	<p><b>Students can produce writing for a range of purposes and audiences.</b></p> <p>Conceptual Areas in the Dynamic Learning Map:</p> <p><b>C2.1 Using Writing to Communicate</b>  <i>Essential Elements Included: W*2a, W*2b, W*2c, W*2d, W*2f, W*3a, W*3e, W*4, W*5, L*1a (grades K-2) L*2a, L*2b</i></p> <p><b>C2.2 Integrating Ideas and Information in Writing</b>  <i>Essential Elements Included: W*1a, W*1b, W*3b, W*3c, W*3d, W*8 (grades K-4)</i></p>
<b>Claim 3</b>	<p><b>Students can communicate for a range of purposes and audiences.</b></p> <p>Conceptual Areas in the Dynamic Learning Map:</p> <p><b>C3.1 Using Language to Communicate with Others</b>  <i>Essential Elements Included: SL*6, L*1a (grades 3-6), L*1b, L*1c, L*1d, L*1e, L*1f, L*1g, L*1i, L*1j, L*3, L*4a, L*4b, L*6</i></p> <p><b>C3.2 Clarifying and Contributing in Discussion</b>  <i>Essential Elements Included: SL*1a, SL*1b, SL*1c, SL*1d, SL*2, SL*3, SL*4</i></p>
<b>Claim 4</b>	<p><b>Students can engage in research/inquiry to investigate topics and present information.</b></p> <p>Conceptual Areas in the Dynamic Learning Map:</p> <p><b>C4.1 Using Sources and Information</b>  <i>Essential Elements Included: W*7, W*8 (grades 5-12)</i></p> <p><b>C4.2 Collaborating and Presenting Ideas</b>  <i>Essential Elements Included: W*6, SL*5</i></p>

L = language; RL = reading literature; RI = reading information text; SL = speaking and listening; W = writing

## RESULTING CHANGES TO THE DLM ESSENTIAL ELEMENTS

The development of the entire DLM Alternate Assessment System guided a final round of revisions to the DLM EEs, which can be organized into four broad categories: alignment across grade levels, language specificity, common core alignment, and defining learning expectations (rather than instructional tasks). The first type of revision was required to align the DLM EEs across grade levels, both vertically and horizontally. The maps, and the research supporting them, were critical in determining the appropriate progression of skills and understandings from grade to grade. This alignment across grade levels was important within and across standards, strands, and domains. For example, in determining when it was appropriate to introduce concepts in mathematics regarding the relative position of objects, we had to consider the grade level at which prepositions that describe relative position were introduced in English language arts. Examining the research-based skill development outlined in the learning map aided in these kinds of determinations.

The articulation of the claims and conceptual areas reinforced the need for specific language in the DLM EEs to describe learning within an area. Because teams assigned to grade bands developed the first round of DLM EEs, the language choices from one grade to the next were not consistent. Even when closely related skills, concepts, or understandings were targeted, the same

terms were not always selected to describe the intended learning outcome. The teams of content experts who worked on this revised version of the DLM EEs were very intentional in selecting a common set of terms to reflect the claims and conceptual areas and applied them consistently across the entire set of DLM EEs.

Another important change in this version of the DLM EEs involved alignment to the Common Core State Standards (CCSS). Given that the DLM EEs are intended to clarify the bridge to the CCSS expectations for students with the most significant cognitive disabilities, it is critical that alignment be as close as possible without compromising learning and development over time. While there was never a one-to-one correspondence between the CCSS and the DLM EEs, the revisions have made the alignment between the two more precise than it was in the first version.

Finally, revisions to the DLM EEs involved shifting the focus of a small number of DLM EEs that were written in the form of instructional tasks rather than learning expectations, and adding “With guidance and support” to the beginning of a few of the DLM EEs in the primary grades in English language arts to reflect the expectations articulated in the CCSS.

Members of the DLM consortium reviewed each of the changes to the original version of the DLM EEs. Four states provided substantive feedback on the revisions, and this document incorporates the changes those teams suggested.

## **ACCESS TO INSTRUCTION AND ASSESSMENT**

The DLM EEs specify learning targets for students with significant cognitive disabilities; however, they do not describe all of the ways that students can engage in instruction or demonstrate understanding through an assessment. Appropriate modes of communication, both for presentation or response, are not stated in the DLM EEs unless a specific mode is an expectation. Where no limitation has been stated, no limitation should be inferred. Students’ opportunities to learn and to demonstrate learning during assessment should be maximized by providing whatever communication, assistive technologies, augmentative and alternative communication (AAC) devices, or other access tools that are necessary and routinely used by the student during instruction.

Students with significant cognitive disabilities include a broad range of students with diverse disabilities and communication needs. For some students with significant cognitive disabilities, a range of assistive technologies is required to access content and demonstrate achievement. For other students, AAC devices or accommodations for hearing and visual impairments will be needed. During instruction, teams should meet individual student needs using whatever technologies and accommodations are required. Examples of some of the ways that students may use technology while learning and demonstrating learning are topics for professional development, and include:

- communication devices that compensate for a student’s physical inability to produce independent speech.
- alternate access devices that compensate for a student’s physical inability to point to responses, turn pages in a book, or use a pencil or keyboard to answer questions or produce writing.

## GUIDANCE AND SUPPORT

The authors of the CCSS use the words “prompting and support” at the earliest grade levels to indicate when students are not expected to achieve standards completely independently. Generally, “prompting” refers to “the action of saying something to persuade, encourage, or remind someone to do or say something” (McKean, 2005). However, in special education, prompting is often used to mean a system of structured cues to elicit desired behaviors that otherwise would not occur. In order to clearly communicate that teacher assistance is permitted during instruction of the DLM EEs and is not limited to structured prompting procedures, the decision was made by the stakeholder group to use the more general term *guidance* throughout the DLM EEs.

Guidance and support during instruction should be interpreted as teacher encouragement, general assistance, and informative feedback to support the student in learning. Some examples of the kinds of teacher behaviors that would be considered guidance and support include verbal supports, such as

- getting the student started (e.g., “Tell me what to do first.”),
- providing a hint in the right direction without revealing the answer (e.g., Student wants to write *dog* but is unsure how, so the teacher might say, “See if you can write the first letter in the word, /d/og [phonetically pronounced].”),
- using structured technologies such as task-specific word banks, or
- providing structured cues such as those found in prompting procedures (e.g., least-to-most prompts, simultaneous prompting, and graduated guidance).

Guidance and support as described above applies to instruction and is also linked to demonstrating learning relative to DLM EEs, where guidance and support is specifically called out within the standards.

## CONCLUSION

Developing the research-based model of knowledge and skill development represented in the DLM Learning Maps supported the articulation of assessment claims for mathematics and English language arts. This articulation subsequently allowed for a careful revision of the DLM EEs to reflect both horizontal alignment with the CCSS and vertical alignment across the grades, with the goal of moving students toward more sophisticated understandings in both domains. Though the contributions made by Edvantia and our state partners in developing the initial set of DLM EEs were a critical first step, additional revisions to the DLM EEs were required to ensure consistency across all elements of the Dynamic Learning Maps Alternate Assessment System.



## DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR KINDERGARTEN

### Kindergarten English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Common Core Essential Element
<b>Key Ideas and Details</b>	
<b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.	<b>EE.RL.K.1</b> With guidance and support, identify details in familiar stories.
<b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.	<b>EE.RL.K.2</b> With guidance and support, identify major events in familiar stories.
<b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.	<b>EE.RL.K.3</b> With guidance and support, identify characters and settings in a familiar story.
<b>Craft and Structure</b>	
<b>RL.K.4</b> Ask and answer questions about unknown words in a text.	<b>EE.RL.K.4</b> With guidance and support, indicate when an unknown word is used in a text.
<b>RL.K.5</b> Recognize common types of texts (e.g., storybooks, poems).	<b>EE.RL.K.5</b> With guidance and support, recognize familiar texts (e.g., storybooks, poems).
<b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<b>EE.RL.K.6</b> With guidance and support, distinguish between words and illustrations in a story.
<b>Integration of Knowledge and Ideas</b>	
<b>RL.K.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<b>EE.RL.K.7</b> With guidance and support, identify illustrations or objects/factual information that go with a familiar story.
<b>RL.K.8</b> (Not applicable to literature)	<b>EE.RL.K.8</b> (Not applicable to literature)
<b>RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<b>EE.RL.K.9</b> With guidance and support, identify the adventures or experiences of a character in a familiar story.
<b>Range of Reading and Level of Text Complexity</b>	
<b>RL.K.10</b> Actively engage in group reading activities with purpose and understanding.	<b>EE.RL.K.10</b> With guidance and support, actively engage in shared reading.

## Kindergarten English Language Arts Standards: Reading (Informational Text)

CCSS Grade-Level Standards	DLM Essential Elements
<b>Key Ideas and Details</b>	
<b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.	<b>EE.RI.K.1</b> With guidance and support, identify a detail in a familiar text.
<b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.	<b>EE.RI.K.2</b> With guidance and support, identify the topic of a familiar text.
<b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>EE.RI.K.3</b> With guidance and support, identify individuals, events, or details in a familiar informational text.
<b>Craft and Structure</b>	
<b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.	<b>EE.RI.K.4</b> With guidance and support, indicate when an unknown word is used in a text.
<b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.	<b>EE.RI.K.5</b> With guidance and support, identify the front cover of a book.
<b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<b>EE.RI.K.6</b> With guidance and support, distinguish between words and illustrations in an informational text.
<b>Integration of Knowledge and Ideas</b>	
<b>RI.K.7</b> With prompting and support, 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).	<b>EE.RI.K.7</b> With guidance and support, identify illustrations or objects/factual information that go with a familiar text.
<b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.	<b>EE.RI.K.8</b> With guidance and support, identify points the author makes in an informational text.
<b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>EE.RI.K.9</b> With guidance and support, match similar parts of two familiar texts on the same topic.
<b>Range of Reading and Level of Text Complexity</b>	
<b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.	<b>EE.RI.K.10</b> With guidance and support, actively engage in shared reading of informational text.

## Kindergarten English Language Arts Standards: Reading (Foundational Skills)

CCSS Grade-Level Standards	DLM Essential Elements
<b>Print Concepts</b>	
<p><b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> <li>d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul>	<p><b>EE.RF.K.1</b> Demonstrate emerging understanding of the organization of print.</p> <ul style="list-style-type: none"> <li>a. With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from beginning to end.</li> <li>b. Not applicable</li> <li>c. Not applicable</li> <li>d. Not applicable</li> </ul>
<b>Phonological Awareness</b>	
<p><b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with //, /r/, or /x/.)</li> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>	<p><b>EE.RF.K.2</b> Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. With guidance and support, recognize rhyming words.</li> <li>b. With guidance and support, recognize the number of words in a spoken message.</li> <li>c. With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word.</li> <li>d. Not applicable</li> <li>e. Not applicable</li> </ul>

CCSS Grade-Level Standards	DLM Essential Elements
<b>Phonics and Word Recognition</b>	
<p><b>RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one letter- sound correspondences by producing the primary or many of the most frequent sound for each consonant.</li> <li>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>	<p><b>EE.RF.K.3</b> Demonstrate emerging awareness of print.</p> <ul style="list-style-type: none"> <li>a. With guidance and support, recognize first letter of own name in print.</li> <li>b. Not applicable</li> <li>c. With guidance and support, recognize environmental print.</li> <li>d. Not applicable</li> </ul>
<b>Fluency</b>	
<p><b>RF.K.4</b> Read emergent-reader texts with purpose and understanding.</p>	<p><b>EE.RF.K.4</b> Engage in purposeful shared reading of familiar text.</p>

## Kindergarten English Language Arts Standards: Writing

CCSS Grade-Level Standards	DLM Essential Elements
<b>Text Types and Purposes</b>	
<p><b>W.K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).</p>	<p><b>EE.W.K.1</b> With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.</p>
<p><b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p><b>EE.W.K.2</b> With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.</p>
<p><b>W.K.3</b> 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.</p>	<p><b>EE.W.K.3</b> With guidance and support, select an event and use drawing, dictating, or writing and share information about it.</p>
<b>Production and Distribution of Writing</b>	
<p><b>W.K.4</b> (Begins in grade 3)</p>	<p><b>EE.W.K.4</b> (Begins in grade 3)</p>
<p><b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p><b>EE.W.K.5</b> (Begins in grade 1)</p>
<p><b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>EE.W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.</p>
<b>Research to Build and Present Knowledge</b>	
<p><b>W.K.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<p><b>EE.W.K.7</b> With guidance and support, participate in shared research and writing objects.</p>
<p><b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>EE.W.K.8</b> With guidance and support from adults, identify information, objects, or events that relate to personal experiences.</p>

CCSS Grade-Level Standards	DLM Essential Elements
W.K.9 (Begins in grade 4)	EE.W.K.9 (Begins in grade 4)
<b>Range of Writing</b>	
W.K.10 (Begins in grade 3)	EE.W.K.10 (Begins in grade 3)

## Kindergarten English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	DLM Essential Elements
<b>Comprehension and Collaboration</b>	
<p><b>SL.K.1</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ul>	<p><b>EE.SL.K.1</b> Participate in conversations with others.</p> <ul style="list-style-type: none"> <li>a. Communicate directly with supportive adults or peers.</li> <li>b. Participate in multiple-turn communication exchanges with support from adults.</li> </ul>
<p><b>SL.K.2</b> 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.</p>	<p><b>EE.SL.K.2</b> Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.</p>
<p><b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><b>EE.SL.K.3</b> Ask for help when needed.</p>
<b>Presentation of Knowledge and Ideas</b>	
<p><b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p><b>EE.SL.K.4</b> With guidance and support, identify familiar people, places, things, and events.</p>
<p><b>SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p><b>EE.SL.K.5</b> With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.</p>
<p><b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>EE.SL.K.6</b> With guidance and support, communicate thoughts, feelings, and ideas.</p>

## Kindergarten English Language Arts Standards: Language

CCSS Grade-Level Standards	DLM Essential Elements
<b>Conventions of Standard English.</b>	
<p><b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Print many upper- and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>f. Produce and expand complete sentences in shared language activities.</li> </ul>	<p><b>EE.L.K.1</b> Demonstrate emerging understanding of letter and word use.</p> <ul style="list-style-type: none"> <li>a. With guidance and support, distinguish between letters and other symbols or shapes.</li> <li>b. With guidance and support, use frequently occurring nouns in communication.</li> <li>c. With guidance and support, use frequently occurring plural nouns.</li> <li>d. With guidance and support, identify answers to simple questions (e.g., <i>who, what</i>) from an array of choices.</li> <li>e. With guidance and support, demonstrate understanding of common prepositions: <i>on, off, in, out</i>.</li> <li>f. With guidance and support, link two or more words together in communication.</li> </ul>
<p><b>L.K.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short- vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>	Not applicable
<b>Knowledge of Language</b>	
<b>L.K.3</b> (Begins in grade 2)	<b>EE.L.K.3</b> (Begins in grade 2)
<b>Vocabulary Acquisition and Use</b>	



CCSS Grade-Level Standards	DLM Essential Elements
<p><b>L.K.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <ul style="list-style-type: none"> <li>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</li> <li>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, <i>re-</i>, <i>un-</i>, <i>pre-</i>, -ful, -less) as a clue to the meaning of an unknown word.</li> </ul>	<p><b>EE.L.K.4</b> Demonstrate emerging knowledge of word meanings.</p> <ul style="list-style-type: none"> <li>a. With guidance and support, demonstrate understanding of words used in every day routines.</li> <li>b. Not applicable</li> </ul>
<p><b>L.K.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</li> <li>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.</li> </ul>	<p><b>EE.L.K.5</b> Demonstrate emerging understanding of word relationships.</p> <ul style="list-style-type: none"> <li>a. With guidance and support, sort common objects into familiar categories.</li> <li>b. With guidance and support, demonstrate understanding of frequently occurring opposites.</li> <li>c. With guidance and support, use words to communicate in real-life situations.</li> <li>d. With guidance and support, demonstrate an understanding of common verbs.</li> </ul>
<p><b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><b>EE.L.K.6</b> With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.</p>

## DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR FIRST GRADE

### First Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	DLM Essential Elements
<b>Key Ideas and Details</b>	
<b>RL.1.1</b> Ask and answer questions about key details in a text.	<b>EE.RL.1.1</b> Identify details in familiar stories.
<b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<b>EE.RL.1.2</b> With guidance and support, recount major events in familiar stories.
<b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.	<b>EE.RL.1.3</b> Identify characters and settings in a familiar story.
<b>Craft and Structure</b>	
<b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<b>EE.RL.1.4</b> With guidance and support, identify sensory or feeling words in a familiar story.
<b>RL.1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<b>EE.RL.1.5</b> With guidance and support, identify a text as telling a story.
<b>RL.1.6</b> Identify who is telling the story at various points in a text.	<b>EE.RL.1.6</b> With guidance and support, identify a speaker within a familiar story.
<b>Integration of Knowledge and Ideas</b>	
<b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.	<b>EE.RL.1.7</b> Identify illustrations or objects/tactual information that go with a familiar story.
<b>RL.1.8</b> (Not applicable to literature)	<b>EE.RL.1.8</b> (Not applicable to literature)
<b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.	<b>EE.RL.1.9</b> With guidance and support identify adventures or experiences of characters in a story as same or different.
<b>Range of Reading and Level of Text Complexity</b>	
<b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<b>EE.RL.1.10</b> With guidance and support, actively engage in shared reading for a clearly stated purpose.

**First Grade English Language Arts Standards: Reading (Informational Text)**

CCSS Grade-Level Standards	DLM Essential Elements
<b>Key Ideas and Details</b>	
<b>RI.1.1</b> Ask and answer questions about key details in a text.	<b>EE.RI.1.1</b> Identify details in familiar text.
<b>RI.1.2</b> Identify the main topic and retell key details of a text.	<b>EE.RI.1.2</b> With guidance and support, identify details related to the topic of a text.
<b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>EE.RI.1.3</b> Identify individuals, events, or details in a familiar informational text.
<b>Craft and Structure</b>	
<b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<b>EE.RI.1.4</b> With guidance and support, ask a reader to clarify the meaning of a word in a text.
<b>RI.1.5</b> 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.	<b>EE.RI.1.5</b> Locate the front cover, back cover, and title page of a book.
<b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<b>EE.RI.1.6</b> Distinguish between words and illustrations in a text.
<b>Integration of Knowledge and Ideas</b>	
<b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.	<b>EE.RI.1.7</b> Identify illustrations or objects/tactual information that go with a familiar text.
<b>RI.1.8</b> Identify the reasons an author gives to support points in a text.	<b>EE.RI.1.8</b> Identify points the author makes in a familiar informational text.
<b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>EE.RI.1.9</b> With guidance and support, match similar parts of two texts on the same topic.
<b>Range of Reading and Level of Text Complexity</b>	

CCSS Grade-Level Standards	DLM Essential Elements
<b>RI.1.10</b> With prompting and support read informational texts appropriately complex for grade 1.	<b>EE.RI.1.10</b> Actively engage in shared reading of informational text.

**First Grade English Language Arts Standards: Reading (Foundational Skills)**

CCSS Grade-Level Standards	DLM Essential Elements
<b>Print Concepts</b>	
<p><b>RF.1.1</b> Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul>	<p><b>EE.RF.1.1</b> Demonstrate emerging understanding of the organization of print.</p> <ul style="list-style-type: none"> <li>a. Demonstrate understanding of the organization and basic features of print (e.g., left-to-right, top-to-bottom orientation of print, one-to-one correspondence between written and spoken word).</li> <li>b. Not applicable</li> <li>c. Not applicable</li> </ul>
<b>Phonological Awareness</b>	
<p><b>RF.1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>	<p><b>EE.RF.1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Recognize rhyming words.</li> <li>b. With guidance and support, match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word.</li> <li>c. Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word.</li> <li>d. With guidance and support, substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>

CCSS Grade-Level Standards	DLM Essential Elements
<b>Phonics and Word Recognition</b>	
<p><b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>b. Decode regularly spelled one-syllable words.</li> <li>c. Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>f. Read words with inflectional endings.</li> <li>g. Recognize and read grade-appropriate irregularly spelled words.</li> </ul>	<p><b>EE.RF.1.3</b> Demonstrate emerging letter and word identification skills.</p> <ul style="list-style-type: none"> <li>a. Identify upper case letters of the alphabet.</li> <li>b. With guidance and support, recognize familiar words that are used in every day routines.</li> <li>c. Not applicable</li> <li>d. Not applicable</li> <li>e. Not applicable</li> <li>f. Not applicable</li> <li>g. Not applicable</li> </ul>
<b>Fluency</b>	
<p><b>RF.1.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p><b>EE.RF.1.4</b> Begin to attend to words in print.</p> <ul style="list-style-type: none"> <li>a. Engage in sustained, independent study of books.</li> <li>b. Participate in shared reading of a variety of reading materials reflecting a variety of text genre.</li> <li>c. Not applicable</li> </ul>

## First Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	DLM Essential Elements
<b>Text Types and Purposes</b>	
<b>W.1.1</b> 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.	<b>EE.W.1.1</b> Select a familiar book and use drawing, dictating, or writing to state an opinion about it.
<b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<b>EE.W.1.2</b> Select a familiar topic and use drawing, dictating, or writing to share information about it.
<b>W.1.3</b> 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.	<b>EE.W.1.3</b> Select an event and use drawing, dictating, or writing to share information about it.
<b>Production and Distribution of Writing</b>	
<b>W.1.4</b> (Begins in grade 3)	<b>EE.W.1.4</b> (Begins in grade 3)
<b>W.1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details	<b>EE.W.1.5</b> With guidance and support from adults, add more information to own drawing, dictation, or writing to strengthen it.
<b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>EE.W.1.6</b> With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.
<b>Research to Build and Present Knowledge</b>	
<b>W.1.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of	<b>EE.W.1.7</b> With guidance and support, participate in shared research and writing projects.
<b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to	<b>EE.W.1.8</b> With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.

CCSS Grade-Level Standards	DLM Essential Elements
W.1.9 (Begins in grade 4)	EE.W.1.9 (Begins in grade 4)
<b>Range of Writing</b>	
W.1.10 (Begins in grade 3)	EE.W.1.10 (Begins in grade 3)

## First Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	DLM Essential Elements
<b>Comprehension and Collaboration.</b>	
<p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>	<p><b>EE.SL.1.1</b> Participate in conversations with adults.</p> <ul style="list-style-type: none"> <li>a. Engage in multiple-turn exchanges with supportive adults.</li> <li>b. Build on comments or topics initiated by an adult.</li> <li>c. Uses one or two words to ask questions related to personally relevant topics.</li> </ul>
<p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p><b>EE.SL.1.2</b> During shared reading activities, answer questions about details presented orally or through other media.</p>
<p><b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p><b>EE.SL.1.3</b> Communicate confusion or lack of understanding ("I don't know.").</p>
<b>Presentation of Knowledge and Ideas</b>	
<p><b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p><b>EE.SL.1.4</b> Identify familiar people, places, things, and events.</p>
<p><b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><b>EE.SL.1.5</b> Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.</p>
<p><b>SL.1.6</b> Produce complete sentences when appropriate to task and situation.</p>	<p><b>EE.SL.1.6</b> With guidance and support, provide more information to clarify ideas, thoughts, and feelings.</p>



**First Grade English Language Arts Standards: Language**

CCSS Grade-Level Standards	DLM Essential Elements
<b>Conventions of Standard English</b>	
<p><b>L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Print all upper- and lowercase letters.</li> <li>b. Use common, proper, and possessive nouns.</li> <li>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</li> <li>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</li> <li>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</li> <li>f. Use frequently occurring adjectives.</li> <li>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> <li>h. Use determiners (e.g., articles, demonstratives).</li> <li>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li> <li>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>	<p><b>EE.L.1.1</b> Demonstrate emerging understanding of letter and word use.</p> <ul style="list-style-type: none"> <li>a. Write letters from own name.</li> <li>b. Use frequently occurring nouns in communication.</li> <li>c. Use frequently occurring plural nouns in communication.</li> <li>d. With guidance and support, use familiar personal pronouns (e.g., <i>I, me, and you</i>).</li> <li>e. Use familiar present tense verbs.</li> <li>f. With guidance and support, use familiar frequently occurring adjectives (e.g., <i>big, hot</i>).</li> <li>g. Not applicable</li> <li>h. Not applicable</li> <li>i. With guidance and support, use common prepositions (e.g., <i>on, off, in, out</i>).</li> <li>j. With guidance and support, use simple question words (interrogatives) (e.g., <i>who, what</i>).</li> </ul>
<b>CCSS Grade-Level Standards</b>	<b>DLM Essential Elements</b>

CCSS Grade-Level Standards	DLM Essential Elements
<p><b>L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>	<p><b>EE.L.1.2</b> Demonstrate emerging understanding of conventions of standard English.</p> <ul style="list-style-type: none"> <li>a. Not applicable</li> <li>b. With guidance and support during shared writing, put a period at the end of a sentence.</li> <li>c. Not applicable</li> <li>d. With guidance and support, use letters to create words.</li> <li>e. With guidance and support during shared writing, identify the letters that represent sounds needed to spell words.</li> </ul>
<b>Knowledge of Language</b>	
<b>L.1.3</b> (Begins in grade 2)	<b>EE.L.1.3</b> (Begins in grade 2)
<b>Vocabulary Acquisition and Use</b>	
<p><b>L.1.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</li> </ul>	<p><b>EE.L.1.4</b> Demonstrate emerging knowledge of word meanings.</p> <ul style="list-style-type: none"> <li>a. Demonstrate understanding of words used in every day routines.</li> <li>b. Not applicable</li> <li>c. Not applicable</li> </ul>

CCSS Grade-Level Standards	DLM Essential Elements
<p><b>L.1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Sort words into categories (e.g., <i>colors, clothing</i>) to gain a sense of the concepts the categories represent.</li> <li>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</li> <li>c. Identify real-life connections between words and their use (e.g., <i>note places at home that are cozy</i>).</li> <li>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</li> </ul>	<p><b>EE.L.1.5</b> Demonstrate emerging understanding of word relationships.</p> <ul style="list-style-type: none"> <li>a. With guidance and support, sort common objects into familiar categories.</li> <li>b. With guidance and support, identify attributes of familiar words.</li> <li>c. With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use.</li> <li>d. Not applicable</li> </ul>
<p><b>L.1.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p><b>EE.L.1.6</b> With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.</p>

## DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR SECOND GRADE

### Second Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	DLM Essential Elements
<b>Key Ideas and Details</b>	
<b>RL.2.1</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	<b>EE.RL.2.1</b> Answer <i>who</i> and <i>where</i> questions to demonstrate understanding of details in a familiar text.
<b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<b>EE.RL.2.2</b> Using details from the text, recount events from familiar stories from diverse cultures.
<b>RL.2.3</b> Describe how characters in a story respond to major events and challenges.	<b>EE.RL.2.3</b> Identify the actions of the characters in a story.
<b>Craft and Structure</b>	
<b>RL.2.4</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<b>EE.RL.2.4</b> Use rhyming or repetition to identify words that meaningfully complete a familiar story, poem, or song.
<b>RL.2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<b>EE.RL.2.5</b> Determine the beginning and ending of a familiar story with a logical order.
<b>RL.2.6</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<b>EE.RL.2.6</b> Identify the speakers in a dialogue.
<b>Integration of Knowledge and Ideas</b>	
<b>RL.2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<b>EE.RL.2.7</b> Identify illustrations or objects/tactual information in print or digital text that depict characters.
<b>RL.2.8</b> (Not applicable to literature)	<b>EE.RL.2.8</b> (Not applicable to literature)
<b>RL.2.9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<b>EE.RL.2.9</b> Identify similarities between two episodes in a story.

CCSS Grade-Level Standards	DLM Essential Elements
<b>Craft and Structure</b>	
<p><b>RL.2.10</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>EE.RL.2.10</b> Actively engage in shared reading of stories and poetry for clearly stated purposes.</p>
<b>Range of Reading and Level of Text Complexity</b>	
<p><b>RL.2.10</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>EE.RL.2.10</b> Actively engage in shared reading of stories and poetry for clearly stated purposes.</p>

## Second Grade English Language Arts Standards: Reading (Informational Text)

CCSS Grade-Level Standards	DLM Essential Elements
<b>Key Ideas and Details</b>	
<b>RI.2.1</b> Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	<b>EE.RI.2.1</b> Answer <i>who</i> and <i>what</i> questions to demonstrate understanding of details in a familiar text.
<b>RI.2.2</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<b>EE.RI.2.2</b> Identify the topic of the text.
<b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<b>EE.RI.2.3</b> Identify individuals, events, or details in an informational text.
<b>Craft and Structure</b>	
<b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	<b>EE.RI.2.4</b> Identify words related to a topic of a text.
<b>RI.2.5</b> 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.	<b>EE.RI.2.5</b> Identify details in informational text or its graphic representations.
<b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<b>EE.RI.2.6</b> Identify the role of the author and the illustrator.
<b>Integration of Knowledge and Ideas</b>	
<b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<b>EE.RI.2.7</b> Identify illustrations or objects/tactual information that go with a text.
<b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.	<b>EE.RI.2.8</b> Identify points the author makes in an informational text.
<b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.	<b>EE.RI.2.9</b> Identify a common element between two texts on the same topic.
<b>Range of Reading and Level of Text Complexity</b>	

CCSS Grade-Level Standards	DLM Essential Elements
<p><b>RI.2.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>EE.RI.2.10</b> Actively engage in shared reading of informational text including history/SS, science, and technical texts.</p>

**Second Grade English Language Arts Standards: Reading (Foundational Skills)**

CCSS Grade-Level Standards	DLM Essential Elements
<b>Phonics and Word Recognition.</b>	
<p><b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>c. Decode regularly spelled two-syllable words with long vowels.</li> <li>d. Decode words with common prefixes and suffixes.</li> <li>e. Identify words with inconsistent but common spelling- sound correspondences.</li> <li>f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul>	<p><b>EE.RF.2.3</b> Demonstrate emerging use of letter-sound knowledge to read words.</p> <ul style="list-style-type: none"> <li>a. Identify the lower case letters of the alphabet.</li> <li>b. Identify letter sound correspondence for single consonants.</li> <li>c. Not applicable</li> <li>d. Not applicable</li> <li>e. Not applicable</li> <li>f. Recognize 10 or more written words.</li> </ul>
<b>Fluency.</b>	
<p><b>RF.2.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p><b>EE.RF.2.4</b> Attend to words in print.</p> <ul style="list-style-type: none"> <li>a. Read familiar text comprised of known words.</li> <li>b. Not applicable</li> <li>c. Not applicable</li> </ul>



## Second Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	DLM Essential Elements
<b>Text Types and Purposes</b>	
<p><b>W.2.1</b> 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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p><b>EE.W.2.1</b> Select a book and write, draw, or dictate to state an opinion about it.</p>
<p><b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p><b>EE.W.2.2</b> Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.</p>
<p><b>W.2.3</b> 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><b>EE.W.2.3</b> Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.</p>
<b>Production and Distribution of Writing</b>	
<p><b>W.2.4</b> (Begins in grade 3)</p>	<p><b>EE.W.2.4</b> (Begins in grade 3)</p>
<p><b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p><b>EE.W.2.5</b> With guidance and support from adults and peers, add more information to own drawing, dictation, or writing to strengthen the message.</p>
<p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>EE.W.2.6</b> With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.</p>
<b>Research to Build and Present Knowledge</b>	
<p><b>W.2.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<p><b>EE.W.2.7</b> Participate in shared research and writing projects.</p>

CCSS Grade-Level Standards	DLM Essential Elements
<b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.	<b>EE.W.2.8</b> Identify information related to personal experiences and answer simple questions about those experiences.
<b>W.2.9</b> (Begins in grade 4)	<b>EE.W.2.9</b> (Begins in grade 4)
<b>Range of Writing</b>	
<b>W.2.10</b> (Begins in grade 3)	<b>EE.W.2.10</b> (Begins in grade 3)

## Second Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	DLM Essential Elements
<b>Comprehension and Collaboration</b>	
<p><b>SL.2.1</b> 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> <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul>	<p><b>EE.SL.2.1</b> Participate in conversations with adults and peers.</p> <ul style="list-style-type: none"> <li>a. Engage in multiple-turn exchanges with peers with support from an adult.</li> <li>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul>
<p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p><b>EE.SL.2.2</b> During shared reading activities, ask and answer questions about details presented orally or through other media.</p>
<p><b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p><b>EE.SL.2.3</b> Answer questions about the details provided by the speaker.</p>
<b>Presentation of Knowledge and Ideas.</b>	
<p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p><b>EE.SL.2.4</b> Identify a photograph or object that reflects a personal experience and tell one detail about it.</p>
<p><b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><b>EE.SL.2.5</b> Select visual, audio, or tactual representations to depict a personal experience.</p>

<b>CCSS Grade-Level Standards</b>	<b>DLM Essential Elements</b>
<b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<b>EE.SL.2.6</b> Combine words when communicating to provide clarification.

## Second Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	DLM Essential Elements
<b>Conventions of Standard English</b>	
<p><b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use collective nouns (e.g., <i>group</i>).</li> <li>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> <li>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</li> </ul>	<p><b>EE.L.2.1</b> Demonstrate understanding of letter and word use.</p> <ul style="list-style-type: none"> <li>a. Produce all upper case letters.</li> <li>b. Use common nouns (e.g., <i>mom, dad, boy, girl</i>) in communication.</li> <li>c. Use frequently occurring pronouns to refer to self and others (e.g., <i>we, they, him, her, them</i>).</li> <li>d. Use frequently occurring verbs.</li> <li>e. Use frequently occurring adjectives.</li> <li>f. Combine two or more words together in communication.</li> </ul>

CCSS Grade-Level Standards	DLM Essential Elements
<p><b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize holidays, product names, and geographic names.</li> <li>b. Use commas in greetings and closings of letters.</li> <li>c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</li> <li>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>	<p><b>EE.L.2.2</b> Demonstrate emerging understanding of conventions of standard English.</p> <ul style="list-style-type: none"> <li>a. With guidance and support, capitalize the first letter of familiar names.</li> <li>b. Not applicable</li> <li>c. Not applicable</li> <li>d. Identify printed rhyming words with the same spelling pattern.</li> <li>e. Consult print in the environment to support reading and spelling.</li> </ul>
<b>Knowledge of Language</b>	
<p><b>L.2.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Compare formal and informal uses of English.</li> </ul>	<p><b>EE.L.2.3</b> Use language to achieve desired outcomes when communicating.</p> <ul style="list-style-type: none"> <li>a. Use symbolic language when communicating.</li> </ul>
<b>Vocabulary Acquisition and Use</b>	

CCSS Grade-Level Standards	DLM Essential Elements
<p><b>L.2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</li> <li>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</li> <li>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>	<p><b>EE.L.2.4</b> Demonstrate knowledge of word meanings.</p> <ul style="list-style-type: none"> <li>a. Demonstrate knowledge of new vocabulary drawn from reading and content areas.</li> <li>b. Not applicable</li> <li>c. Not applicable</li> <li>d. Identify the words comprising compound words.</li> <li>e. Not applicable</li> </ul>
<p><b>L.2.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</li> <li>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</li> </ul>	<p><b>EE.L.2.5</b> Demonstrate understanding of word relationships and use.</p> <ul style="list-style-type: none"> <li>a. Identify real-life connections between words and their use (e.g., <i>happy: "I am happy."</i>).</li> <li>b. Demonstrate understanding of the meaning of common verbs.</li> </ul>
CCSS Grade-Level Standards	DLM Essential Elements

CCSS Grade-Level Standards	DLM Essential Elements
<p><b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p><b>EE.L.2.6</b> Use words acquired through conversations, being read to, and during shared reading activities.</p>



## DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR THIRD GRADE

### Third Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	DLM Essential Elements
<b>Key Ideas and Details</b>	
<b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>EE.RL.3.1</b> Answer who and what questions to demonstrate understanding of details in a text.
<b>RL.3.2</b> 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.	<b>EE.RL.3.2</b> Associate details with events in stories from diverse cultures.
<b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<b>EE.RL.3.3</b> Identify the feelings of characters in a story.
<b>Craft and Structure.</b>	
<b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	<b>EE.RL.3.4</b> Determine words and phrases that complete literal sentences in a text.
<b>RL.3.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<b>EE.RL.3.5</b> Determine the beginning, middle, and end of a familiar story with a logical order.
<b>RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.	<b>EE.RL.3.6</b> Identify personal point of view about a text.
<b>Integration of Knowledge and Ideas</b>	
<b>RL.3.7</b> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<b>EE.RL.3.7</b> Identify parts of illustrations or factual information that depict a particular setting, or event.
<b>RL.3.8</b> (Not applicable to literature)	<b>EE.RL.3.8</b> (Not applicable to literature)

CCSS Grade-Level Standards	DLM Essential Elements
<p><b>RL.3.9</b> 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).</p>	<p><b>EE.RL.3.9</b> Identify common elements in two stories in a series.</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>	
<p><b>RL.3.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p><b>EE.RL.3.10</b> Demonstrate understanding while actively engaged in shared reading of stories, dramas, and poetry.</p>

### Third Grade English Language Arts Standards: Reading (Informational Text)

CCSS Grade-Level Standards	DLM Essential Elements
<b>Key Ideas and Details</b>	
<b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>EE.RI.3.1</b> Answer who and what questions to demonstrate understanding of details in a text.
<b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.	<b>EE.RI.3.2</b> Identify details in a text.
<b>RI.3.3</b> 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.	<b>EE.RI.3.3</b> Order two events from a text as “first” and “next.”
<b>Craft and Structure</b>	
<b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to <i>a grade 3 topics or subject area</i> .	<b>EE.RI.3.4</b> Determine words and phrases that complete literal sentences in a text.
<b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<b>EE.RI.3.5</b> With guidance and support, use text features including headings and key words to locate information in a text.
<b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.	<b>EE.RI.3.6</b> Identify personal point of view about a text.
<b>Integration of Knowledge and Ideas</b>	
<b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<b>EE.RI.3.7</b> Use information gained from visual elements and words in the text to answer explicit who and what questions.
<b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<b>EE.RI.3.8</b> Identify two related points the author makes in an informational text.

CCSS Grade-Level Standards	DLM Essential Elements
<p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><b>EE.RI.3.9</b> Identify similarities between two texts on the same topic.</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>	
<p><b>RI.3.10</b> By the end of the year, read and comprehends informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p><b>EE.RI.3.10</b> Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.</p>

**Third Grade English Language Arts Standards: Reading (Foundational Skills)**

CCSS Grade-Level Standards	DLM Essential Elements
<b>Phonics and Word Recognition</b>	
<p><b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>b. Decode words with common Latin suffixes.</li> <li>c. Decode multi-syllable words.</li> <li>d. Read grade-appropriate irregularly spelled words.</li> </ul>	<p><b>EE.RF.3.3</b> Use letter-sound knowledge to read words.</p> <ul style="list-style-type: none"> <li>a. In context, demonstrate basic knowledge of letter-sound correspondences.</li> <li>b. With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel- consonant [CVC] or high-frequency rimes).</li> <li>c. Not applicable</li> <li>d. Recognize 40 or more written words.</li> </ul>
<b>Fluency</b>	
<p><b>RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p><b>EE.RF.3.4</b> Read words in text.</p> <ul style="list-style-type: none"> <li>a. Read familiar text comprised of known words.</li> <li>b. Not applicable</li> <li>c. Use context to determine missing words in familiar texts.</li> </ul>

**Third Grade English Language Arts Standards: Writing** (Throughout, writing can include standard writing instruments, computers, or alternate writing tools)

CCSS Grade-Level Standards	DLM Essential Elements
<b>Text Types and Purposes</b>	
<p>a. <b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p><b>EE.W.3.1</b> Write opinions about topics or text.</p> <p>a. Select a text and write an opinion about it.</p> <p>b. Write one reason to support an opinion about a text.</p> <p>c. Not applicable</p> <p>d. Not applicable</p>
<p><b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p><b>EE.W.3.2</b> Write to share information supported by details.</p> <p>a. Select a topic and write about it including one fact or detail.</p> <p>b. Not applicable</p> <p>c. Not applicable</p> <p>d. Not applicable</p>

CCSS Grade-Level Standards	DLM Essential Elements
<p><b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>c. Use temporal words and phrases to signal event order.</li> <li>d. Provide a sense of closure.</li> </ul>	<p><b>EE.W.3.3</b> Write about events or personal experiences.</p> <ul style="list-style-type: none"> <li>a. Select an event or personal experience and write about it including the names of people involved.</li> <li>b. Not applicable</li> <li>c. Not applicable</li> <li>d. Not applicable</li> </ul>
<b>Production and Distribution of Writing</b>	
<p><b>W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>EE.W.3.4</b> With guidance and support, produce writing that expresses more than one idea.</p>
<p><b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p>	<p><b>EE.W.3.5</b> With guidance and support from adults and peers, revise own writing.</p>
<p><b>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p><b>EE.W.3.6</b> With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.</p>
<b>Research to Build and Present Knowledge</b>	
<p><b>W.3.7</b> Conduct short research projects that build knowledge about a topic.</p>	<p><b>EE.W.3.7</b> Identify information about a topic for a research project.</p>

CCSS Grade-Level Standards	DLM Essential Elements
<b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<b>EE.W.3.8</b> Sort information on a topic or personal experience into two provided categories and write about each one.
<b>W.3.9</b> (Begins in grade 4)	<b>EE.W.3.9</b> (Begins in grade 4)
<b>Range of Writing</b>	
<b>W.3.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.	<b>EE.W.3.10</b> Write routinely for a variety of tasks, purposes, and audiences.



### Third Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	DLM Essential Elements
<b>Comprehension and Collaboration</b>	
<p><b>SL.3.1</b> 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> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> </ul> <p>Explain their own ideas and understanding in light of the discussion.</p>	<p><b>EE.SL.3.1</b> Engage in collaborative discussions.</p> <ul style="list-style-type: none"> <li>a. Engage in collaborative interactions about texts.</li> <li>b. Listen to others’ ideas before responding.</li> <li>c. Indicate confusion or lack of understanding about information presented.</li> <li>d. Express ideas clearly.</li> </ul>
<p><b>SL.3.2</b> 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.</p>	<p><b>EE.SL.3.2</b> Identify details in a text read aloud or information presented orally or through other media.</p>
<p><b>SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p><b>EE.SL.3.3</b> Ask or answer questions about the details provided by the speaker.</p>
<b>Presentation of Knowledge and Ideas</b>	

CCSS Grade-Level Standards	DLM Essential Elements
<b>SL.3.4</b> 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.	<b>EE.SL.3.4</b> Recount a personal experience, story, or topic including details.
<b>SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	<b>EE.SL.3.5</b> Create a multimedia presentation of a story or poem.
<b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<b>EE.SL.3.6</b> Combine words for effective communication to clarify thoughts, feelings, and ideas in various contexts.

### Third Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	DLM Essential Elements
<b>Conventions of Standard English</b>	
<p><b>L.3.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>b. Form and use regular and irregular plural nouns.</li> <li>c. Use abstract nouns (e.g., <i>childhood</i>).</li> <li>d. Form and use regular and irregular verbs.</li> <li>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</li> <li>f. Ensure subject-verb and pronoun-antecedent agreement.</li> <li>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>h. Use coordinating and subordinating conjunctions.</li> <li>i. Produce simple, compound, and complex sentences.</li> </ul>	<p><b>EE.L.3.1</b> Demonstrate standard English grammar and usage when communicating.</p> <ul style="list-style-type: none"> <li>a. Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication.</li> <li>b. Use regular plural nouns in communication.</li> <li>c. Not applicable</li> <li>d. Use present and past tense verbs.</li> <li>e. Not applicable</li> <li>f. Not applicable</li> <li>g. Use common adjectives.</li> <li>h. Not applicable (see EE.L.3.1.a)</li> <li>i. Ask simple questions.</li> </ul>

CCSS Grade-Level Standards	DLM Essential Elements
<p><b>L.3.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize appropriate words in titles.</li> <li>b. Use commas in addresses.</li> <li>c. Use commas and quotation marks in dialogue.</li> <li>d. Form and use possessives.</li> <li>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>	<p><b>EE.L.3.2</b> Demonstrate understanding of conventions of standard English.</p> <ul style="list-style-type: none"> <li>a. Capitalize the first letter of familiar names.</li> <li>b. During shared writing, indicate the need to add a period at the end of a sentence.</li> <li>c. Not applicable</li> <li>d. Not applicable</li> <li>e. Use resources as needed to spell common high-frequency words accurately.</li> <li>f. Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern.</li> <li>g. Consult print in the environment to support reading and spelling.</li> </ul>
<b>Knowledge of Language</b>	
<p><b>L.3.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Choose words and phrases for effect.*</li> <li>b. Recognize and observe differences between the conventions of spoken and written standard English.</li> </ul>	<p><b>EE.L.3.3</b> Use language to achieve desired outcomes when communicating.</p> <ul style="list-style-type: none"> <li>a. Use language to make simple requests, comment, or share information.</li> <li>b. Not applicable</li> </ul>
<b>Vocabulary Acquisition and Use</b>	

CCSS Grade-Level Standards	DLM Essential Elements
<p><b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</li> <li>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul>	<p><b>EE.L.3.4</b> Demonstrate knowledge of word meanings.</p> <ul style="list-style-type: none"> <li>a. With guidance and support, use sentence level context to determine what word is missing from a sentence read aloud.</li> <li>b. With guidance and support, identify the temporal meaning of words when common affixes (<i>-ing, -ed</i>) are added to common verbs.</li> <li>c. Not applicable</li> <li>d. Not applicable</li> </ul>
<p><b>L.3.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</li> <li>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</li> <li>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</li> </ul>	<p><b>EE.L.3.5</b> Demonstrate understanding of word relationships and use.</p> <ul style="list-style-type: none"> <li>a. Determine the literal meaning of words and phrases in context.</li> <li>b. Identify real-life connections between words and their use (e.g., <i>happy: "I am happy."</i>).</li> <li>c. Identify words that describe personal emotional states.</li> </ul>
<p><b>L.3.6</b> Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p><b>EE.L.3.6</b> Demonstrate understanding of words that signal spatial and temporal relationships (e.g., <i>behind, under, after, soon, next, later</i>).</p>



## DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR FOURTH GRADE

### Fourth Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	DLM Essential Elements
<b>Key Ideas and Details</b>	
<b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>EE.RL.4.1</b> Use details from the text to recount what the text says.
<b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<b>EE.RL.4.2</b> Identify the theme or central idea of a familiar story, drama or poem.
<b>RL.4.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific detail in the text (e.g., a character’s thoughts, words, or actions).	<b>EE.RL.4.3</b> Use details from the text to describe characters in the story.
<b>Craft and Structure</b>	
<b>RL.4.4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	<b>EE.RL.4.4</b> Determine the meaning of words in a text.
<b>RL.4.5</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<b>EE.RL.4.5</b> Identify elements that are characteristic of stories.
<b>RL.4.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<b>EE.RL.4.6</b> Identify the narrator of a story.
<b>Integration of Knowledge and Ideas</b>	
<b>RL.4.7</b> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<b>EE.RL.4.7</b> Make connections between the text representation of a story and a visual, tactual, or oral version of a story.

CCSS Grade-Level Standards	DLM Essential Elements
<b>RL.4.8</b> (Not applicable to literature)	<b>EE.RL.4.8</b> (Not applicable to literature)
<b>RL.4.9</b> 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.	<b>EE.RL.4.9</b> Compare characters, settings or events in stories, myths or texts from different cultures.
<b>Range of Reading and Level of Text Complexity</b>	
<b>RL.4.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>EE.RL.4.10</b> Demonstrate understanding of text while actively engaging in shared reading of stories, dramas, and poetry.



**Fourth Grade English Language Arts Standards: Reading (Informational Text)**

CCSS Grade-Level Standards	DLM Essential Elements
<b>Key Ideas and Details</b>	
<b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>EE.RI.4.1</b> Identify explicit details in an informational text.
<b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<b>EE.RI.4.2</b> Identify the main idea of a text when it is explicitly stated.
<b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<b>EE.RI.4.3</b> Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.
<b>Craft and Structure</b>	
<b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	<b>EE.RI.4.4</b> Determine meaning of words in text.
<b>RI.4.5</b> 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.	<b>EE.RI.4.5</b> Identify elements that are characteristic of informational texts.
<b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<b>EE.RI.4.6</b> Compare own experience with a written account of the experience.
<b>Integration of Knowledge and Ideas</b>	
<b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<b>EE.RI.4.7</b> Answer questions about information presented visually, orally, or quantitatively.
<b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.	<b>EE.RI.4.8</b> Identify one or more reasons supporting a specific point in an informational text.

CCSS Grade-Level Standards	DLM Essential Elements
<b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<b>EE.RI.4.9</b> Compare details presented in two texts on the same topic.
<b>Range of Reading and Level of Text Complexity</b>	
<b>RI.4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>EE.RI.4.10</b> Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.

**Fourth Grade English Language Arts Standards: Reading (Foundational Skills)**

CCSS Grade-Level Standards	DLM Essential Elements
<b>Phonics and Word Recognition</b>	
<p><b>RF.4.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>	<p><b>EE.RF.4.3</b> Use letter-sound knowledge to read words.</p> <ul style="list-style-type: none"> <li>a. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.</li> <li>b. Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high- frequency rimes).</li> </ul>
<b>Fluency</b>	
<p><b>RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p><b>EE.RF.4.4</b> Read words in text.</p> <ul style="list-style-type: none"> <li>a. Read text comprised of familiar words with accuracy and understanding.</li> <li>b. Not applicable</li> <li>c. Use letter knowledge and context to support word recognition when reading.</li> </ul>

## Fourth Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	DLM Essential Elements
<b>Text Types and Purposes</b>	
<p><b>W.4.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</li> <li>b. Provide reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ul>	<p><b>EE.W.4.1</b> Write opinions about topics or text.</p> <ul style="list-style-type: none"> <li>a. Select a topic or text and write an opinion about it.</li> <li>b. List reasons to support the opinion.</li> <li>c. Not applicable</li> <li>d. Not applicable</li> </ul>

CCSS Grade-Level Standards	DLM Essential Elements
<p><b>W.4.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>	<p><b>EE.W.4.2</b> Write to share information supported by details.</p> <ul style="list-style-type: none"> <li>a. Select a topic and write about it including related visual, tactual, or multimedia information as appropriate.</li> <li>b. List words, facts, or details related to the topic.</li> <li>c. Not applicable</li> <li>d. Not applicable</li> <li>e. Not applicable</li> </ul>

CCSS Grade-Level Standards	DLM Essential Elements
<p><b>W.4.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol>	<p><b>EE.W.4.3</b> Write about events or personal experiences.</p> <ol style="list-style-type: none"> <li>Write about a personal experience including two events in sequence.</li> <li>List words that describe an event or personal experience to use when writing about it.</li> <li>Not applicable</li> <li>Not applicable</li> <li>Not applicable</li> </ol>
<b>Production and Distribution of Writing</b>	
<p><b>W.4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>EE.W.4.4</b> Produce writing that expresses more than one idea.</p>
<p><b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p><b>EE.W.4.5</b> With guidance and support from adults and peers, plan before writing and revise own writing.</p>
<p><b>W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p><b>EE.W.4.6</b> With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.</p>
<b>Research to Build and Present Knowledge</b>	

CCSS Grade-Level Standards	DLM Essential Elements
<b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<b>EE.W.4.7</b> Gather information about a topic from two or more sources for a research project.
<b>W.4.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	<b>EE.W.4.8</b> Recall and sort information from personal experiences or a topic into given categories.
<p><b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “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].”).</li> <li>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</li> </ul>	<p><b>EE.W.4.9</b> Recall information from literary and informational text to support writing.</p> <ul style="list-style-type: none"> <li>a. Apply <i>Essential Elements of Grade 4 Reading Standards</i> to literature (e.g., “Use details from text to describe a character in a story.”).</li> <li>b. Apply <i>Essential Elements of Grade 4 Reading Standards</i> to informational texts (e.g., “Use reasons and evidence supporting point in an informational text.”).</li> </ul>
<b>Range of Writing</b>	
<b>W.4.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.	<b>EE.W.4.10</b> Write routinely for a variety of tasks, purposes, and audiences.

## Fourth Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	DLM Essential Elements
<b>Comprehension and Collaboration</b>	
<p><b>SL.4.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>	<p><b>EE.SL.4.1</b> Engage in collaborative discussions.</p> <ul style="list-style-type: none"> <li>a. Contribute ideas from prior knowledge of a text during discussions about the same text.</li> <li>b. With guidance and support, carry out assigned role in a discussion.</li> <li>c. Answer specific questions related to information in a discussion.</li> <li>d. Identify the key ideas in a discussion.</li> </ul>
<p><b>SL.4.2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>EE.SL.4.2</b> Ask and answer questions about details from a text read aloud or information presented orally or through other media.</p>
<p><b>SL.4.3</b> Identify the reasons and evidence a speaker provides to support particular points.</p>	<p><b>EE.SL.4.3</b> Identify a point that the speaker makes.</p>
<b>Presentation of Knowledge and Ideas</b>	
<p><b>SL.4.4</b> 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><b>EE.SL.4.4</b> Retell a story or personal experience or recount a topic with supporting details.</p>



CCSS Grade-Level Standards	DLM Essential Elements
<p><b>SL.4.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p><b>EE.SL.4.5</b> Add audio recordings or visuals to a presentation about a personally relevant topic.</p>
<p><b>SL.4.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><b>EE.SL.4.6</b> Differentiate between communication partners and contexts that call for formal and informal communication.</p>

## Fourth Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	DLM Essential Elements
<b>Conventions of Standard English</b>	
<p><b>L.4.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> <li>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</li> <li>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</li> <li>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</li> <li>e. Form and use prepositional phrases.</li> <li>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</li> <li>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</li> </ul>	<p><b>EE.L.4.1</b> Demonstrate standard English grammar and usage when communicating.</p> <ul style="list-style-type: none"> <li>a. Use possessive pronouns.</li> <li>b. Combine common nouns with verbs, nouns, or pronouns in communication.</li> <li>c. Not applicable</li> <li>d. Use comparative and superlative adjectives to describe people or objects.</li> <li>e. Use common prepositions (e.g., <i>to, from, in, out, on, off, by, with</i>).</li> <li>f. Combine three or more words in communication.</li> <li>g. Not applicable</li> </ul>
<p><b>L.4.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use correct capitalization.</li> <li>b. Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>c. Use a comma before a coordinating conjunction in a compound sentence.</li> <li>d. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>	<p><b>EE.L.4.2</b> Demonstrate understanding of conventions of standard English.</p> <ul style="list-style-type: none"> <li>a. Capitalize the first word in a sentence.</li> <li>b. Not applicable</li> <li>c. Not applicable</li> <li>d. Spell words phonetically, drawing on knowledge of letter- sound relationships, and/or common spelling patterns.</li> </ul>

CCSS Grade-Level Standards	DLM Essential Elements
<b>Knowledge of Language</b>	
<p><b>L.4.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Choose words and phrases to convey ideas precisely.*</li> <li>b. Choose punctuation for effect.*</li> <li>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</li> </ul>	<p><b>EE.L.4.3</b> Use language to achieve desired outcomes when communicating.</p> <ul style="list-style-type: none"> <li>a. Use language to express emotion.</li> <li>b. Not applicable</li> <li>c. Communicate effectively with peers and adults.</li> </ul>
<b>Vocabulary Acquisition and Use</b>	
<p><b>L.4.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>	<p><b>EE.L.4.4</b> Demonstrate knowledge of word meanings.</p> <ul style="list-style-type: none"> <li>a. Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult.</li> <li>b. Use frequently occurring root words (e.g., <i>talk</i>) and the words that result when word endings are added (e.g., <i>talked</i>, <i>talking</i>, <i>talks</i>).</li> <li>c. Not applicable</li> </ul>

CCSS Grade-Level Standards	DLM Essential Elements
<p><b>L.4.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ul>	<p><b>EE.L.4.5</b> Demonstrate understanding of word relationships and use.</p> <ul style="list-style-type: none"> <li>a. Not applicable</li> <li>b. Use common idioms (e.g., <i>no way, not a chance, you bet</i>).</li> <li>c. Demonstrate understanding of opposites.</li> </ul>
<p><b>L.4.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<p><b>EE.L.4.6</b> Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.</p>

## DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR FIFTH GRADE

### Fifth Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	DLM Essential Elements
<b>Key Ideas and Details</b>	
<b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>EE.RL.5.1</b> Identify words in the text to answer a question about explicit information.
<b>RL.5.2</b> 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.	<b>EE.RL.5.2</b> Identify the central idea or theme of a story, drama or poem.
<b>RL.5.3</b> 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).	<b>EE.RL.5.3</b> Compare two characters in a familiar story.
<b>Craft and Structure</b>	
<b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<b>EE.RL.5.4</b> Determine the intended meaning of multi-meaning words in a text.
<b>RL.5.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<b>EE.RL.5.5</b> Identify a story element that undergoes change from beginning to end.
<b>RL.5.6</b> Describe how a narrator’s or speaker’s point of view influences how events are described.	<b>EE.RL.5.6</b> Determine the point of view of the narrator.
<b>Integration of Knowledge and Ideas</b>	
<b>RL.5.7</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	<b>EE.RL.5.7</b> Identify illustrations, factual or multimedia elements that add to understanding of a text.

CCSS Grade-Level Standards	DLM Essential Elements
<b>RL.5.8</b> (Not applicable to literature)	<b>EE.RL.5.8</b> (Not applicable to literature)
<b>RL.5.9</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<b>EE.RL.5.9</b> Compare stories, myths, or texts with similar topics or themes.
<b>Range of Reading and Level of Text Complexity</b>	
<b>RL.5.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	<b>EE.RL.5.10</b> Demonstrate understanding of text while engaged in individual or group reading of stories, dramas, and poems.

## Fifth Grade English Language Arts Standards: Reading (Informational Text)

CCSS Grade-Level Standards	DLM Essential Elements
<b>Key Ideas and Details</b>	
<b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>EE.RI.5.1</b> Identify words in the text to answer a question about explicit information.
<b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<b>EE.RI.5.2</b> Identify the main idea of a text when it is not explicitly stated.
<b>RI.5.3</b> 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.	<b>EE.RI.5.3</b> Compare two individuals, events, or ideas in a text.
<b>Craft and Structure</b>	
<b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	<b>EE.RI.5.4</b> Determine the meanings of domain-specific words and phrases.
<b>RI.5.5</b> 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.	<b>EE.RI.5.5</b> Determine if a text tells about events, gives directions, or provides information on a topic.
<b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<b>EE.RI.5.6</b> Compare two books on the same topic.
<b>Integration of Knowledge and Ideas</b>	
<b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<b>EE.RI.5.7</b> Locate information in print or digital sources.

CCSS Grade-Level Standards	DLM Essential Elements
<b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<b>EE.RI.5.8</b> Identify the relationship between a specific point and supporting reasons in an informational text.
<b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<b>EE.RI.5.9</b> Compare and contrast details gained from two texts on the same topic.
<b>Range of Reading and Level of Text Complexity</b>	
<b>RI.5.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	<b>EE.RI.5.10</b> Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.



**Fifth Grade English Language Arts Standards: Reading (Foundational Skills)**

CCSS Grade-Level Standards	DLM Essential Elements
<b>Phonics and Word Recognition</b>	
<p><b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>	<p><b>EE.RF.5.3</b> Use letter-sound knowledge to read words.</p> <ul style="list-style-type: none"> <li>a. Read common sight words and decode single syllable words.</li> </ul>
<b>Fluency</b>	
<p><b>RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p><b>EE.RF.5.4</b> Read words in text.</p> <ul style="list-style-type: none"> <li>a. Read text comprised of familiar words with accuracy and understanding.</li> <li>b. Not applicable</li> <li>c. Use context to confirm or self-correct word recognition when reading.</li> </ul>

## Fifth Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	DLM Essential Elements
<b>Text Types and Purposes</b>	
<p><b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ul>	<p><b>EE.W.5.1</b> Write opinions about topics or text.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or text and state an opinion about it.</li> <li>b. Provide reasons to support the opinion.</li> <li>c. Not applicable</li> <li>d. Not applicable</li> </ul>

CCSS Grade-Level Standards	DLM Essential Elements
<p><b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>	<p><b>EE.W.5.2</b> Write to share information supported by details.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate.</li> <li>b. Provide facts, details, or other information related to the topic.</li> <li>c. Not applicable</li> <li>d. Not applicable</li> <li>e. Not applicable</li> </ul>

CCSS Grade-Level Standards	DLM Essential Elements
<p><b>W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol>	<p><b>EE.W.5.3</b> Write about events or personal experiences.</p> <ol style="list-style-type: none"> <li>Write about an experience or event including three or more events in sequence.</li> <li>Not applicable</li> <li>Not applicable</li> <li>Not applicable</li> <li>Not applicable</li> </ol>
<b>Production and Distribution of Writing</b>	
<p><b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>EE.W.5.4</b> Produce writing that is appropriate for an explicitly stated task or purpose.</p>
<p><b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p><b>EE.W.5.5</b> With guidance and support from adults and peers, plan before writing and revise own writing.</p>

CCSS Grade-Level Standards	DLM Essential Elements
<p><b>W.5.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p><b>EE.W.5.6</b> With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.</p>
<b>Research to Build and Present Knowledge</b>	
<p><b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p><b>EE.W.5.7</b> Conduct short research projects using two or more sources.</p>
<p><b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p><b>EE.W.5.8</b> Gather and sort relevant information on a topic from print or digital sources into given categories.</p>
<p><b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</li> <li>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points]”).</li> </ul>	<p><b>EE.W.5.9</b> Use information from literary and informational text to support writing.</p> <ul style="list-style-type: none"> <li>a. Apply <i>Essential Elements of Grade 5 Reading Standards</i> to literature (e.g., “Compare and contrast two characters in the story.”).</li> <li>b. Apply <i>Essential Elements of Grade 5 Reading Standards</i> to informational texts (e.g., “Use specific reasons and evidence for supporting specific points in an informational text.”).</li> </ul>
<b>Range of Writing</b>	
<p><b>W.5.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.</p>	<p><b>EE.W.5.10</b> Write routinely for a variety of tasks, purposes, and audiences.</p>

## Fifth Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	DLM Essential Elements
<b>Comprehension and Collaboration</b>	
<p><b>SL.5.1</b> 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.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>	<p><b>EE.SL.5.1</b> Engage in collaborative discussions.</p> <ul style="list-style-type: none"> <li>a. Come to discussion prepared to share information.</li> <li>b. Carry out assigned role in a discussion.</li> <li>c. Ask questions related to information in a discussion.</li> <li>d. Make comments that contribute to the discussion and link to the remarks of others.</li> </ul>
<p><b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>EE.SL.5.2</b> Identify the explicitly stated main idea of a text presented orally or through other media.</p>
<p><b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p><b>EE.SL.5.3</b> Identify the reasons and evidence supporting a specific point.</p>
<b>Presentation of Knowledge and Ideas</b>	
<p><b>SL.5.4</b> 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><b>EE.SL.5.4</b> Report on a familiar topic or text or present an opinion including related facts.</p>

<b>CCSS Grade-Level Standards</b>	<b>DLM Essential Elements</b>
<b>SL.5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<b>EE.SL.5.5</b> Select or create audio recordings and visual/tactile displays to enhance a presentation.
<b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	<b>EE.SL.5.6</b> Differentiate between contexts that require formal and informal communication.

**Fifth Grade English Language Arts Standards: Language**

CCSS Grade-Level Standards	DLM Essential Elements
<b>Conventions of Standard English</b>	
<p><b>L.5.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</li> <li>c. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>d. Recognize and correct inappropriate shifts in verb tense.*</li> <li>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</li> </ul>	<p><b>EE.L.5.1</b> Demonstrate standard English grammar and usage when communicating.</p> <ul style="list-style-type: none"> <li>a. Not applicable</li> <li>b. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>went, sat, ate, told</i>).</li> <li>c. Not applicable</li> <li>d. Not applicable</li> <li>e. Use frequently occurring conjunctions: <i>and, but, or, for, because</i>.</li> </ul>
<p><b>L.5.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation to separate items in a series.*</li> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li> <li>d. Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>e. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>	<p><b>EE.L.5.2</b> Demonstrate understanding of conventions of standard English.</p> <ul style="list-style-type: none"> <li>a. Not applicable</li> <li>b. Not applicable</li> <li>c. Not applicable</li> <li>d. Not applicable</li> <li>e. Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns.</li> </ul>



CCSS Grade-Level Standards	DLM Essential Elements
<b>Knowledge of Language</b>	
<p><b>L.5.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Choose words and phrases for effect.*</li> <li>b. Recognize and observe differences between the conventions of spoken and written standard English.</li> </ul>	<p><b>EE.L.5.3</b> Use language to achieve desired meaning when communicating.</p> <ul style="list-style-type: none"> <li>a. Communicate using complete sentences when asked.</li> <li>b. Not applicable</li> </ul>
<b>Vocabulary Acquisition and Use</b>	
<p><b>L.5.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>	<p><b>EE.L.5.4</b> Demonstrate knowledge of word meanings.</p> <ul style="list-style-type: none"> <li>a. Use sentence level context to determine which word is missing from a content area text.</li> <li>b. Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks).</li> <li>c. Not applicable</li> </ul>
<p><b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>	<p><b>EE.L.5.5</b> Demonstrate understanding of word relationship and use.</p> <ul style="list-style-type: none"> <li>a. Use simple, common idioms (e.g., <i>You bet!</i>, <i>It's a deal.</i>, <i>We're cool.</i>).</li> <li>b. Not applicable</li> <li>c. Demonstrate understanding of words that have similar meanings.</li> </ul>

CCSS Grade-Level Standards	DLM Essential Elements
<p><b>L.5.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p><b>EE.L.5.6</b> Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.</p>

## DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR SIXTH GRADE

### Sixth Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	DLM Essential Elements
<b>Key Ideas and Details</b>	
<b>RL.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>EE.RL.6.1</b> Determine what a text says explicitly as well as what simple inferences must be drawn.
<b>RL.6.2</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<b>EE.RL.6.2</b> Identify details in a text that are related to the theme or central idea.
<b>RL.6.3</b> 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.	<b>EE.RL.6.3</b> Can identify how a character responds to a challenge in a story.
<b>Craft and Structure</b>	
<b>RL.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<b>EE.RL.6.4</b> Determine how word choice changes the meaning in a text.
<b>RL.6.5</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	<b>EE.RL.6.5</b> Determine the structure of a text (e.g., story, poem, or drama).
<b>RL.6.6</b> Explain how an author develops the point of view of the narrator or speaker in a text.	<b>EE.RL.6.6</b> Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.
<b>Integration of Knowledge and Ideas</b>	

<b>CCSS Grade-Level Standards</b>	<b>DLM Essential Elements</b>
<b>RL.6.7</b> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	<b>EE.RL.6.7</b> Compare the experience of reading or listening to a written story, drama or poem with the experience of watching video or live performance of the same text.
<b>RL.6.8</b> (Not applicable to literature)	<b>EE.RL.6.8</b> (Not applicable to literature)
<b>RL.6.9</b> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	<b>EE.RL.6.9</b> Compare and contrast stories, myths, or texts with similar topics or themes.
<b>Range of Reading and Level of Text Complexity</b>	
<b>RL.6.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>EE.RL.6.10</b> Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry.

## Sixth Grade English Language Arts Standards: Reading (Informational Text)

CCSS Grade-Level Standards	DLM Essential Elements
<b>Key Ideas and Details</b>	
<b>RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>EE.RI.6.1</b> Analyze a text to determine what it says explicitly as well as what inferences should be drawn.
<b>RI.6.2</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<b>EE.RI.6.2</b> Determine the main idea of a passage and details or facts related to it.
<b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<b>EE.RI.6.3</b> Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.
<b>Craft and Structure</b>	
<b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<b>EE.RI.6.4</b> Determine how word choice changes the meaning of a text.
<b>RI.6.5</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<b>EE.RI.6.5</b> Determine how the title fits the structure of the text.
<b>RI.6.6</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	<b>EE.RI.6.6</b> Identify words or phrases in the text that describe or show the author’s point of view.
<b>Integration of Knowledge and Ideas</b>	
<b>RI.6.7</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<b>EE.RI.6.7</b> Find similarities in information presented in different media or formats as well as in text.
<b>RI.6.8</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<b>EE.RI.6.8</b> Distinguish claims in a text supported by reason.

CCSS Grade-Level Standards	DLM Essential Elements
<p><b>RI.6.9</b> Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p><b>EE.RI.6.9</b> Compare and contrast how two texts describe the same event.</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>	
<p><b>RI.6.10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>EE.RI.6.10</b> Demonstrate understanding while actively reading or listening to literary nonfiction.</p>

## Sixth Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	DLM Essential Elements
<b>Text Types and Purposes</b>	
<p><b>W.6.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from the argument presented.</li> </ul>	<p><b>EE.W.6.1</b> Write claims about topics or text.</p> <ul style="list-style-type: none"> <li>a. Write a claim about a topic or text.</li> <li>b. Write one or more reasons to support a claim about a topic or text.</li> <li>c. Not applicable</li> <li>d. Not applicable</li> <li>e. Not applicable</li> </ul>

<b>CCSS Grade-Level Standards</b>	<b>DLM Essential Elements</b>
<p><b>W.6.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>	<p><b>EE.W.6.2</b> Write to share information supported by details.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.</li> <li>b. Provide facts, details, or other information related to the topic.</li> <li>c. Not applicable</li> <li>d. Not applicable</li> <li>e. Not applicable</li> <li>f. Not applicable</li> </ul>



<b>CCSS Grade-Level Standards</b>	<b>DLM Essential Elements</b>
<p><b>W.6.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	<p><b>EE.W.6.3</b> Write about events or personal experiences.</p> <ul style="list-style-type: none"> <li>a. Write a narrative about a real or imagined experience introducing the experience and including two or more events.</li> <li>b. Not applicable</li> <li>c. Use words that establish the time frame.</li> <li>d. Use words that convey specific details about the experience or event.</li> <li>e. Not applicable</li> </ul>
<b>Production and Distribution of Writing</b>	
<p><b>W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>EE.W.6.4</b> Produce writing that is appropriate for the task, purpose, or audience.</p>
<p><b>W.6.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p><b>EE.W.6.5</b> With guidance and support from adults and peers, plan before writing and revise own writing.</p>

CCSS Grade-Level Standards	DLM Essential Elements
<p><b>W.6.6</b> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p><b>EE.W.6.6</b> Use technology, including the Internet, to produce writing while interacting and collaborating with others.</p>
<b>Research to Build and Present Knowledge</b>	
<p><b>W.6.7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p><b>EE.W.6.7</b> Conduct short research projects to answer a question.</p>
<p><b>W.6.8</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p><b>EE.W.6.8</b> Gather information from multiple print and digital sources that relates to a given topic.</p>
<p><b>W.6.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics.”).</li> <li>b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.”).</li> </ul>	<p><b>EE.W.6.9</b> Use information from literary and informational text to support writing.</p> <ul style="list-style-type: none"> <li>a. Apply <i>Essential Elements of Grade 6 Reading Standards</i> to literature (e.g., “Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.”).</li> <li>b. Apply <i>Essential Elements of Grade 6 Reading Standards</i> to informational texts (e.g., “Can produce an argument by logically organizing the claims and the supporting reasons and evidence.”).</li> </ul>
<b>Range of Writing</b>	
<p><b>W.6.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.</p>	<p><b>EE.W.6.10</b> Write routinely for a variety of tasks, purposes, and audiences.</p>

## Sixth Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	DLM Essential Elements
<b>Comprehension and Collaboration</b>	
<p><b>SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>	<p><b>EE.SL.6.1</b> Engage in collaborative discussions.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared to share information.</li> <li>b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information.</li> <li>c. Ask and answer questions specific to the topic, text, or issue under discussion.</li> <li>d. Restate key ideas expressed in the discussion.</li> </ul>
<p><b>SL.6.2</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p><b>EE.SL.6.2</b> Identify information presented in diverse media and formats (e.g., visually, quantitatively, orally) that relates to a topic, text, or issue under study.</p>
<p><b>SL.6.3</b> Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><b>EE.SL.6.3</b> Identify the reasons and evidence supporting the claims made by the speaker.</p>

CCSS Grade-Level Standards	DLM Essential Elements
<b>Presentation of Knowledge and Ideas</b>	
<p><b>SL.6.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>EE.SL.6.4</b> Present findings on a topic including descriptions, facts, or details.</p>
<p><b>SL.6.5</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p><b>EE.SL.6.5</b> Select an auditory, visual, or tactual display to clarify the information in presentations.</p>
<p><b>SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>EE.SL.6.6</b> Use formal and informal language as appropriate to the communication partner.</p>

## Sixth Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	DLM Essential Elements
<b>Conventions of Standard English</b>	
<p><b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</li> <li>c. Recognize and correct inappropriate shifts in pronoun number and person.*</li> <li>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</li> <li>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</li> </ul>	<p><b>EE.L.6.1</b> Demonstrate standard English grammar and usage when communicating.</p> <ul style="list-style-type: none"> <li>a. Use personal pronouns (e.g., <i>he</i>, <i>she</i>, <i>they</i>) correctly.</li> <li>b. Use indefinite pronouns.</li> <li>c. Not applicable</li> <li>d. Not applicable</li> <li>e. Not applicable</li> </ul>
<p><b>L.6.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</li> <li>b. Spell correctly.</li> </ul>	<p><b>EE.L.6.2</b> Demonstrate understanding of conventions of standard English.</p> <ul style="list-style-type: none"> <li>a. Use question marks at the end of written questions.</li> <li>b. Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.</li> </ul>
<b>Knowledge of Language</b>	
<p><b>L.6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</li> <li>b. Maintain consistency in style and tone.*</li> </ul>	<p><b>EE.L.6.3</b> Use language to achieve desired outcomes when communicating.</p> <ul style="list-style-type: none"> <li>a. Vary use of language when the listener or reader does not understand the initial attempt.</li> <li>b. Not applicable</li> </ul>
<b>Vocabulary Acquisition and Use</b>	

CCSS Grade-Level Standards	DLM Essential Elements
<p><b>L.6.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	<p><b>EE.L.6.4</b> Demonstrate knowledge of word meanings.</p> <ul style="list-style-type: none"> <li>a. Use context to determine which word is missing from a content area text.</li> <li>b. Use frequently occurring root words (e.g., <i>like</i>) and the words that result when affixes are added (e.g., <i>liked, disliked, liking</i>).</li> <li>c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.</li> <li>d. Not applicable</li> </ul>
<p><b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., personification) in context.</li> <li>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</li> </ul>	<p><b>EE.L.6.5</b> Demonstrate understanding of word relationships and use.</p> <ul style="list-style-type: none"> <li>a. Identify the meaning of simple similes (e.g., The man was as big as a tree.).</li> <li>b. Demonstrate understanding of words by identifying other words with similar and different meanings.</li> <li>c. Not applicable</li> </ul>

<b>CCSS Grade-Level Standards</b>	<b>DLM Essential Elements</b>
<p><b>L.6.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>EE.L.6.6</b> Use general academic and domain-specific words and phrases across contexts.</p>

## DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR SEVENTH GRADE

### Seventh Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	DLM Essential Elements
<b>Key Ideas and Details</b>	
<b>RL.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>EE.RL.7.1</b> Analyze text to identify where information is explicitly stated and where inferences must be drawn.
<b>RL.7.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	<b>EE.RL.7.2</b> Identify events in a text that are related to the theme or central idea.
<b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<b>EE.RL.7.3</b> Determine how two or more story elements are related.
<b>Craft and Structure</b>	
<b>RL.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	<b>EE.RL.7.4</b> Determine the meaning of simple idioms and figures of speech as they are used in a text.
<b>RL.7.5</b> Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<b>EE.RL.7.5</b> Compare the structure of two or more texts (e.g., stories, poems, or dramas).
<b>RL.7.6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<b>EE.RL.7.6</b> Compare the points of view of two or more characters or narrators in a text.
<b>Integration of Knowledge and Ideas</b>	
<b>RL.7.7</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	<b>EE.RL.7.7</b> Compare a text version of a story, drama, or poem with an audio, video, or live version of the same text.



CCSS Grade-Level Standards	DLM Essential Elements
<b>RL.7.8</b> (Not applicable to literature)	<b>EE.RL.7.8</b> (Not applicable to literature)
<b>RL.7.9</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<b>EE.RL.7.9</b> Compare a fictional time, place, or character in one text with the same time, place, or character portrayed in a historical account.
<b>Range of Reading and Level of Text Complexity</b>	
<b>RL.7.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>EE.RL.7.10</b> Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.

## Seventh Grade English Language Arts Standards: Reading (Informational Text)

CCSS Grade-Level Standards	DLM Essential Elements
<b>Key Ideas and Details</b>	
<b>RI.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>EE.RI.7.1</b> Analyze text to identify where information is explicitly stated and where inferences must be drawn.
<b>RI.7.2</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	<b>EE.RI.7.2</b> Determine two or more central ideas in a text.
<b>RI.7.3</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	<b>EE.RI.7.3</b> Determine how two individuals, events or ideas in a text are related.
<b>Craft and Structure</b>	
<b>RI.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	<b>EE.RI.7.4</b> Determine how words or phrases are used to persuade or inform a text.
<b>RI.7.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	<b>EE.RI.7.5</b> Determine how a fact, step, or event fits into the overall structure of the text.
<b>RI.7.6</b> Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	<b>EE.RI.7.6</b> Determine an author’s purpose or point of view.
<b>Integration of Knowledge and Ideas</b>	
<b>RI.7.7</b> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	<b>EE.RI.7.7</b> Compare a text to an audio, video or multimedia version of the same text.

<p><b>RI.7.8</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p><b>EE.RI.7.8</b> Determine how a claim or reason fits into the overall structure of an informational text.</p>
<p><b>RI.7.9</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p><b>EE.RI.7.9</b> Compare and contrast how different texts on the same topic present the details.</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>	
<p><b>RI.7.10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>EE.RI.7.10</b> Demonstrate understanding while actively reading or listening to literary nonfiction.</p>

**Seventh Grade English Language Arts Standards: Writing**

CCSS Grade-Level Standards	DLM Essential Elements
<b>Text Types and Purposes</b>	
<p><b>W.7.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<p><b>EE.W.7.1</b> Write claims about topics or texts.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or text and write one claim about it.</li> <li>b. Write one or more reasons to support a claim about a topic or text.</li> <li>c. Use temporal words (first, next, also) to create cohesion.</li> <li>d. Not applicable</li> <li>e. Not applicable</li> </ul>

<b>CCSS Grade-Level Standards</b>	<b>DLM Essential Elements</b>
<p><b>W.7.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	<p><b>EE.W.7.2</b> Write to share information supported by details.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.</li> <li>b. Provide facts, details, or other information related to the topic.</li> <li>c. Not applicable</li> <li>d. Select domain-specific vocabulary to use in writing about the topic.</li> <li>e. Not applicable</li> <li>f. Not applicable</li> </ul>

<b>CCSS Grade-Level Standards</b>	<b>DLM Essential Elements</b>
<p><b>W.7.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>	<p><b>EE.W.7.3</b> Write about events or personal experiences.</p> <ul style="list-style-type: none"> <li>a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.</li> <li>b. Not applicable</li> <li>c. Use temporal words (e.g., first, then, next) to signal order.</li> <li>d. Use words that describe feelings of people or characters in the narrative.</li> <li>e. Not applicable</li> </ul>
<b>Production and Distribution of Writing</b>	
<p><b>W.7.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>EE.W.7.4</b> Produce writing that is appropriate for the task, purpose, or audience.</p>
<p><b>W.7.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p><b>EE.W.7.5</b> With guidance and support from adults and peers, plan before writing and revise own writing.</p>

CCSS Grade-Level Standards	DLM Essential Elements
<p><b>W.7.6</b> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p><b>EE.W.7.6</b> Use technology, including the Internet, to produce writing to interact and collaborate with others.</p>
<b>Research to Build and Present Knowledge</b>	
<p><b>W.7.7</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p><b>EE.W.7.7</b> Conduct research to answer a question based on multiple sources of information.</p>
<p><b>W.7.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><b>EE.W.7.8</b> Identify quotes providing relevant information about a topic from multiple print or digital sources.</p>
<p><b>W.7.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.”).</li> <li>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.”).</li> </ul>	<p><b>EE.W.7.9</b> Use information from literary and informational text to support writing.</p> <ul style="list-style-type: none"> <li>a. Apply <i>Essential Elements of Grade 7 Reading Standards</i> to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”).</li> <li>b. Apply <i>Essential Elements of Grade 7 Reading Standards</i> to informational texts (e.g., “Use relevant and sufficient evidence for supporting the claims and argument.”).</li> </ul>

CCSS Grade-Level Standards	DLM Essential Elements
<b>Range of Writing</b>	
<p><b>W.7.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.</p>	<p><b>EE.W.7.10</b> Write routinely for a variety of tasks, purposes, and audiences.</p>



## Seventh Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	DLM Essential Elements
<b>Comprehension and Collaboration</b>	
<p><b>SL.7.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>	<p><b>EE.SL.7.1</b> Engage in collaborative discussions.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared to share information.</li> <li>b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Remain on the topic of the discussion when answering questions or making other contributions to a discussion.</li> <li>d. Acknowledge new information expressed by others in a discussion.</li> </ul>
<p><b>SL.7.2</b> 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><b>EE.SL.7.2</b> Identify details related to the main idea of a text presented orally or through other media.</p>
<p><b>SL.7.3</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p><b>EE.SL.7.3</b> Determine whether the claims made by a speaker are fact or opinion.</p>

CCSS Grade-Level Standards	DLM Essential Elements
<b>Presentation of Knowledge and Ideas</b>	
<p><b>SL.7.4</b> 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><b>EE.SL.7.4</b> Present findings on a topic including relevant descriptions, facts, or details.</p>
<p><b>SL.7.5</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p><b>EE.SL.7.5</b> Select or create audio recordings and visual/tactile displays to emphasize specific points in a presentation.</p>
<p><b>SL.7.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>EE.SL.7.6</b> Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.</p>

## Seventh Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	DLM Essential Elements
<b>Conventions of Standard English</b>	
<p><b>L.7.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</li> </ul>	<p><b>EE.L.7.1</b> Demonstrate standard English grammar and usage when communicating.</p> <ul style="list-style-type: none"> <li>a. Not applicable</li> <li>b. Produce complete simple sentences when writing or communicating.</li> <li>c. Not applicable</li> </ul>
<p><b>L.7.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</li> <li>b. Spell correctly.</li> </ul>	<p><b>EE.L.7.2</b> Demonstrate understanding of conventions of standard English.</p> <ul style="list-style-type: none"> <li>a. Use end punctuation when writing a sentence or question.</li> <li>b. Spell words phonetically, drawing on knowledge of letter- sound relationships and/or common spelling patterns.</li> </ul>
<b>Knowledge of Language</b>	
<p><b>L.7.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</li> </ul>	<p><b>EE.L.7.3</b> Use language to achieve desired outcomes when communicating.</p> <ul style="list-style-type: none"> <li>a. Use precise language as required to achieve desired meaning.</li> </ul>
<b>Vocabulary Acquisition and Use</b>	

<p><b>L.7.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</li> <li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>	<p><b>EE.L.7.4</b> Demonstrate knowledge of word meanings.</p> <ol style="list-style-type: none"> <li>Use context to determine which word is missing from a text.</li> <li>Use frequently occurring root words (e.g., <i>like</i>) and the words that result when affixes are added (e.g., <i>liked, disliked, liking</i>).</li> <li>Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.</li> <li>Not applicable</li> </ol>
<p><b>L.7.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</li> </ol>	<p><b>EE.L.7.5</b> Demonstrate understanding of word relationships and use.</p> <ol style="list-style-type: none"> <li>Identify the literal and nonliteral meanings of words in context.</li> <li>Demonstrate understanding of synonyms and antonyms.</li> <li>Not applicable</li> </ol>

**L.7.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**EE.L.7.6** Use general academic and domain-specific words and phrases across contexts.

## DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR EIGHTH GRADE

### Eighth Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	DLM Essential Elements
<b>Key Ideas and Details</b>	
<b>RL.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>EE.RL.8.1</b> Cite text to support inferences from stories and poems.
<b>RL.8.2</b> 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.	<b>EE.RL.8.2</b> Recount an event related to the theme or central idea, including details about character and setting.
<b>RL.8.3</b> 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.	<b>EE.RL.8.3</b> Identify which incidents in a story or drama lead to subsequent action.
<b>Craft and Structure</b>	
<b>RL.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<b>EE.RL.8.4</b> Determine connotative meanings of words and phrases in a text.
<b>RL.8.5</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	<b>EE.RL.8.5</b> Compare and contrast the structure of two or more texts.
<b>RL.8.6</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	<b>EE.RL.8.6</b> Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.
<b>Integration of Knowledge and Ideas</b>	
<b>RL.8.7</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	<b>EE.RL.8.7</b> Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the same text.

<b>RL.8.8</b> (Not applicable to literature)	<b>EE.RL.8.8</b> (Not applicable to literature)
<b>RL.8.9</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	<b>EE.RL.8.9</b> Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.
<b>Range of Reading and Level of Text Complexity</b>	
<b>RL.8.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	<b>EE.RL.8.10</b> Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.

## Eighth Grade English Language Arts Standards: Reading (Informational Text)

CCSS Grade-Level Standards	DLM Essential Elements
<b>Key Ideas and Details</b>	
<b>RI.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>EE.RI.8.1</b> Cite text to support inferences from informational text.
<b>RI.8.2</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	<b>EE.RI.8.2</b> Provide a summary of a familiar informational text.
<b>RI.8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<b>EE.RI.8.3</b> Recount events in the order they were presented in the text.
<b>Craft and Structure</b>	
<b>RI.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<b>EE.RI.8.4</b> Determine connotative meanings of words and phrases in a text.
<b>RI.8.5</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	<b>EE.RI.8.5</b> Locate the topic sentence and supporting details in a paragraph.
<b>RI.8.6</b> Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<b>EE.RI.8.6</b> Determine an author’s purpose or point of view and identify examples from text to that describe or support it.
<b>Integration of Knowledge and Ideas</b>	
<b>RI.8.7</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	<b>EE.RI.8.7</b> Determine whether a topic is best presented as audio, video, multimedia, or text.



<p><b>RI.8.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p><b>EE.RI.8.8</b> Determine the argument made by an author in an informational text.</p>
<p><b>RI.8.9</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p><b>EE.RI.8.9</b> Identify where two different texts on the same topic differ in their interpretation of the details.</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>	
<p><b>RI.8.10</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>	<p><b>EE.RI.8.10</b> Demonstrate understanding while actively reading or listening to literary nonfiction.</p>

## Eighth Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	DLM Essential Elements
<b>Text Types and Purposes</b>	
<p><b>W.8.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<p><b>EE.W.8.1</b> Write claims about topics or texts.</p> <ul style="list-style-type: none"> <li>a. Introduce the claim and provide reasons or pieces of evidence to support it.</li> <li>b. Write reasons to support a claim about a topic or text.</li> <li>c. Not applicable</li> <li>d. Not applicable</li> <li>e. Not applicable</li> </ul>

**W.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**EE.W.8.2** Write to share information supported by details.

- a. Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.
- b. Write one or more facts or details related to the topic.
- c. Write complete thoughts as appropriate.
- d. Use domain specific vocabulary related to the topic.
- e. Not applicable
- f. Provide a closing.

<p><b>W.8.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ol>	<p><b>E.W.8.3</b> Write about events or personal experiences.</p> <ol style="list-style-type: none"> <li>Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.</li> <li>Not applicable</li> <li>Use temporal words (e.g., first, then, next) to signal order.</li> <li>Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events.</li> <li>Provide a closing.</li> </ol>
<b>Production and Distribution of Writing</b>	
<p><b>W.8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>EE.W.8.4</b> Produce writing that is appropriate for the task, purpose, or audience.</p>
<p><b>W.8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p><b>EE.W.8.5</b> With guidance and support from adults and peers, plan before writing and revise own writing.</p>

<p><b>W.8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p><b>EE.W.8.6</b> Use technology, including the Internet, to produce writing to interact and collaborate with others.</p>
<p><b>Research to Build and Present Knowledge</b></p>	
<p><b>W.8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p><b>EE.W.8.7</b> Conduct short research projects to answer and pose questions based on one source of information.</p>
<p><b>W.8.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><b>EE.W.8.8</b> Select quotes providing relevant information about a topic from multiple print or digital sources.</p>
<p><b>W.8.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.”).</li> <li>b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.”).</li> </ul>	<p><b>EE.W.8.9</b> Use information from literary and informational text to support writing.</p> <ul style="list-style-type: none"> <li>a. Apply <i>Essential Elements of Grade 8 Reading Standards</i> to literature (e.g., “Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.”).</li> <li>b. Apply <i>Essential Elements of Grade 8 Reading Standards</i> to informational texts (e.g., “Use relevant and sufficient evidence for supporting the claims and argument.”).</li> </ul>

**Range of Writing**

**W.8.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

**EE.W.8.10** Write routinely for a variety of tasks, purposes, and audiences.

## Eighth Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	DLM Essential Elements
<b>Comprehension and Collaboration</b>	
<p><b>SL.8.1</b> 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> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision- making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul>	<p><b>EE.SL.8.1</b> Engage in collaborative discussions.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared to share information previously studied.</li> <li>b. Follow simple rules and carry out assigned roles during discussions.</li> <li>c. Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion.</li> <li>d. Acknowledge new information expressed by others in a discussion and relate it to own ideas.</li> </ul>
<p><b>SL.8.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p><b>EE.SL.8.2</b> Determine the purpose of information presented in graphic, oral, visual, or multimodal formats.</p>

<b>SL.8.3</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	<b>EE.SL.8.3</b> Determine the argument made by a speaker on a topic.
<b>Presentation of Knowledge and Ideas</b>	
<b>SL.8.4</b> Present claims and findings, 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.	<b>EE.SL.8.4</b> Present descriptions, facts, or details supporting specific points made on a topic.
<b>SL.8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<b>EE.SL.8.5</b> Include multimedia and visual information into presentations.
<b>SL.8.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<b>EE.SL.8.6</b> Adapt communication to a variety of contexts and tasks.



## Eighth Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	DLM Essential Elements
<b>Conventions of Standard English</b>	
<p><b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>b. Form and use verbs in the active and passive voice.</li> <li>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>d. Recognize and correct inappropriate shifts in verb voice and mood.*</li> </ul>	<p><b>EE.L.8.1</b> Demonstrate standard English grammar and usage when communicating.</p> <ul style="list-style-type: none"> <li>a. Not applicable</li> <li>b. Form and use the simple verb tenses (e.g., <i>I walked, I walk, I will walk</i>).</li> <li>c. Use appropriate verbs to match nouns.</li> <li>d. Not applicable</li> </ul>
<p><b>L.8.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>b. Use an ellipsis to indicate an omission.</li> <li>c. Spell correctly.</li> </ul>	<p><b>EE.L.8.2</b> Demonstrate understanding of conventions of standard English.</p> <ul style="list-style-type: none"> <li>a. Use end punctuation and capitalization when writing a sentence or question.</li> <li>b. Not applicable</li> <li>c. Spell words phonetically, drawing on knowledge of letter- sound relationships and/or common spelling patterns.</li> </ul>
<b>Knowledge of Language</b>	
<p><b>L.8.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> </ul>	<p><b>EE.L.8.3</b> Use language to achieve desired outcomes when communicating.</p> <ul style="list-style-type: none"> <li>a. Use to-be verbs (<i>am, are, is, was, were, be, become, became</i>) accurately when writing and communicating.</li> </ul>

### Vocabulary Acquisition and Use

**L.8.4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.8.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

**EE.L.8.4** Demonstrate knowledge of word meanings.

- a. Use context to determine which word is missing from a content area text.
- b. Use frequently occurring root words (e.g., *like*) and the words that result when affixes are added (e.g., *liked*, *disliked*, *liking*).
- c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
- d. Not applicable

**EE.L.8.5** Demonstrate understanding of word relationships and use.

- a. Demonstrate understanding of the use of multiple meaning words.
- b. Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., *birdhouse*, *household*).
- c. Use descriptive words to add meaning when writing and communicating.

**L.8.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**EE.L.8.6** Use general academic and domain-specific words and phrases across contexts.

## DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR NINTH-TENTH GRADE

### Ninth-Tenth Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	DLM Essential Elements
<b>Key Ideas and Details</b>	
<b>RL.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>EE.RL.9-10.1</b> Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.
<b>RL.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<b>EE.RL.9-10.2</b> Recount events related to the theme or central idea, including details about character and setting.
<b>RL.9-10.3</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	<b>EE.RL.9-10.3</b> Determine how characters change or develop over the course of a text.
<b>Craft and Structure</b>	
<b>RL.9-10.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	<b>EE.RL.9-10.4</b> Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.
<b>RL.9-10.5</b> Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<b>EE.RL.9-10.5</b> Identify where a text deviates from a chronological presentation of events.

<b>RL.9-10.6</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	<b>EE.RL.9-10.6</b> Determine a point of view or cultural experience in a work of literature from outside the United States and compare it with own point of view or experience.
<b>Integration of Knowledge and Ideas</b>	
<b>RL.9-10.7</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).	<b>EE.RL.9-10.7</b> Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).
<b>RL.9-10.8</b> (Not applicable to literature)	<b>EE.RL.9-10.8</b> (Not applicable to literature)
<b>RL.9-10.9</b> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	<b>EE.RL.9-10.9</b> Identify when an author draws upon or references a different text.
<b>Range of Reading and Level of Text Complexity</b>	
<b>RL.9-10.10</b> By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	<b>EE.RL.9-10.10</b> Demonstrate understanding of a text while actively engaged in reading or listening to stories, dramas, or poems.

## Ninth-Tenth Grade English Language Arts Standards: Reading (Informational Text)

CCSS Grade-Level Standards	DLM Essential Elements
<b>Key Ideas and Details</b>	
<b>RI.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>EE.RI.9-10.1</b> Determine which citations demonstrate what the text says explicitly as well as inferentially.
<b>RI.9-10.2</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<b>EE.RI.9-10.2</b> Determine the central idea of the text and select details to support it.
<b>RI.9-10.3</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	<b>EE.RI.9-10.3</b> Determine logical connections between individuals, ideas, or events in a text.
<b>Craft and Structure</b>	
<b>RI.9-10.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<b>EE.RI.9-10.4</b> Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.
<b>RI.9-10.5</b> Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	<b>EE.RI.9-10.5</b> Locate sentences that support an author’s central idea or claim.
<b>RI.9-10.6</b> Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	<b>EE.RI.9-10.6</b> Determine author’s point of view and compare with own point of view.
<b>Integration of Knowledge and Ideas</b>	

<p><b>RI.9-10.7</b> Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p><b>EE.RI.9-10.7</b> Analyze two accounts of a subject told in different mediums to determine how they are the same and different.</p>
<p><b>RI.9-10.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p><b>EE.RI.9-10.8</b> Determine how the specific claims support the argument made in an informational text.</p>
<p><b>RI.9-10.9</b> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<p><b>EE.RI.9-10.9</b> Make connections between texts with related themes and concepts.</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>	
<p><b>RI.9-10.10</b> By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p><b>EE.RI.9-10.10</b> Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.</p>

## Ninth-Tenth Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	DLM Essential Elements
<b>Text Types and Purposes</b>	
<p><b>W.9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<p><b>EE.W.9-10.1</b> Write claims about topics or texts.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or text and write one claim and one counterclaim about it.</li> <li>b. Not applicable</li> <li>c. Not applicable</li> <li>d. Not applicable</li> <li>e. Not applicable</li> </ul>



**W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**EE.W.9-10.2** Write to share information supported by details.

- a. Introduce a topic clearly and use a clear organization to write about it including visual, factual, or multimedia information as appropriate.
- b. Develop the topic with facts or details.
- c. Use complete, simple sentences as appropriate.
- d. Use domain specific vocabulary when writing claims related to a topic of study or text.
- e. Not applicable
- f. Providing a closing or concluding statement.

<p><b>W.9-10.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>	<p><b>EE.W.9-10.3</b> Write about events or personal experiences.</p> <ol style="list-style-type: none"> <li>Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.</li> <li>Not applicable</li> <li>Organize the events in the narrative using temporal words to signal order as appropriate.</li> <li>Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.</li> <li>Provide a closing.</li> </ol>
<b>Production and Distribution of Writing</b>	
<p><b>W.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>EE.W.9-10.4</b> Produce writing that is appropriate for the task, purpose, and audience.</p>
<p><b>W.9-10.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p><b>EE.W.9-10.5</b> Develop writing by planning and revising own writing.</p>

<p><b>W.9-10.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p><b>EE.W.9-10.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p>
<p><b>Research to Build and Present Knowledge</b></p>	
<p><b>W.9-10.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><b>EE.W.9-10.7</b> Conduct research projects to answer questions posed by self and others using multiple sources of information.</p>
<p><b>W.9-10.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p><b>EE.W.9-10.8</b> Write answers to research questions by selecting relevant information from multiple resources.</p>
<p><b>W.9-10.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare.]”).</li> <li>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.”).</li> </ul>	<p><b>EE.W.9-10.9</b> Use information from literary and informational text to support writing.</p> <ul style="list-style-type: none"> <li>a. Apply <i>Essential Elements of Grade 9-10 Reading Standards</i> to literature (e.g., “Identify when an author has drawn upon or included references to another text.”).</li> <li>b. Apply <i>Essential Elements of Grade 9-10 Reading Standards</i> to informational texts (e.g., “Use sound reasons for supporting the claims and argument.”).</li> </ul>

**Range of Writing**

**W.9-10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**EE.W.9-10.10** Write routinely over time for a range of tasks, purposes, and audiences.

## Ninth-Tenth Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	DLM Essential Elements
<b>Comprehension and Collaboration</b>	
<p><b>SL.9-10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>	<p><b>EE.SL.9-10.1</b> Engage in collaborative discussions.</p> <ul style="list-style-type: none"> <li>a. Prepare for discussions by collecting information on the topic.</li> <li>b. Work with adults and peers to set rules for discussions.</li> <li>c. Relate the topic of discussion to broader themes or ideas.</li> <li>d. Indicate agreement or disagreement with others during discussions.</li> </ul>

<b>SL.9-10.2</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	<b>EE.SL.9-10.2</b> Determine the credibility of information presented in diverse media or formats.
<b>SL.9-10.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<b>EE.SL.9-10.3</b> Determine the speaker's point of view on a topic.
<b>Presentation of Knowledge and Ideas</b>	
<b>SL.9-10.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<b>EE.SL.9-10.4</b> Present an argument on a topic with logically organized claims, reasons, and evidence.
<b>SL.9-10.5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<b>EE.SL.9-10.5</b> Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.
<b>SL.9-10.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<b>EE.SL.9-10.6</b> Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.

## Ninth-Tenth Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	DLM Essential Elements
<b>Conventions of Standard English</b>	
<p><b>L.9-10.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use parallel structure.*</li> <li>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul>	<p><b>EE.L.9-10.1</b> Demonstrate standard English grammar and usage when communicating.</p> <ul style="list-style-type: none"> <li>a. Not applicable</li> <li>b. Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information.</li> </ul>
<p><b>L.9-10.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>b. Use a colon to introduce a list or quotation.</li> <li>c. Spell correctly.</li> </ul>	<p><b>EE.L.9-10.2</b> Demonstrate understanding of conventions of standard English.</p> <ul style="list-style-type: none"> <li>a. Use a comma and conjunction to combine two simple sentences.</li> <li>b. Not applicable</li> <li>c. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.</li> </ul>
<b>Knowledge of Language</b>	
<p><b>L.9-10.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> <li>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ul>	<p><b>EE.L.9-10.3</b> Use language to achieve desired outcomes when communicating.</p> <ul style="list-style-type: none"> <li>a. Vary syntax when writing and communicating.</li> </ul>

### Vocabulary Acquisition and Use

**L.9-10.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.9-10.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

**EE.L.9-10.4** Demonstrate knowledge of word meanings.

- a. Use context to determine the meaning of unknown.
- b. Identify and use root words and the words that result when affixes are added or removed.
- c. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
- d. Not applicable (See EE.L.9- 10.4.c. above.)

**EE.L.9-10.5** Demonstrate understanding of word relationships and use.

- a. Interpret common figures of speech.
- b. Determine the intended meaning of multiple meaning words.



**L.9-10.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**EE.L.9-10.6** Use general academic and domain-specific words and phrases across contexts.

## DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR ELEVENTH-TWELFTH GRADE

### Eleventh-Twelfth Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	DLM Essential Elements
<b>Key Ideas and Details</b>	
<b>RL.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<b>EE.RL.11-12.1</b> Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.
<b>RL.11-12.2</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	<b>EE.RL.11-12.2</b> Recount the main events of the text which are related to the theme or central idea.
<b>RL.11-12.3</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	<b>EE.RL.11-12.3</b> Determine how characters, the setting or events change over the course of the story or drama.
<b>Craft and Structure</b>	
<b>RL.11-12.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	<b>EE.RL.11-12.4</b> Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning.

<b>RL.11-12.5</b> Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	<b>EE.RL.11-12.5</b> Determine how the author’s choice of where to end the story contributes to the meaning.
<b>RL.11-12.6</b> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	<b>EE.RL.11-12.6</b> Determine the point of view when there is a difference between the author’s actual language and intended meaning.
<b>Integration of Knowledge and Ideas</b>	
<b>RL.11-12.7</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	<b>EE.RL.11-12.7</b> Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.
<b>RL.11-12.8</b> (Not applicable to literature)	<b>EE.RL.11-12.8</b> (Not applicable to literature)
<b>RL.11-12.9</b> Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	<b>EE.RL.11-12.9</b> Demonstrate explicit understanding of recounted versions of foundational works of American literature.
<b>Range of Reading and Level of Text Complexity</b>	
<b>RL.11-12.10</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>EE.RL.11-12.10</b> Demonstrate understanding while actively engaged in reading or listening to stories, dramas, and poems.

## Eleventh-Twelfth Grade English Language Arts Standards: Reading (Informational Text)

CCSS Grade-Level Standards	DLM Essential Elements
<b>Key Ideas and Details</b>	
<p><b>RI.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p><b>EE.RI.11-12.1</b> Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.</p>
<p><b>RI.11-12.2</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p><b>EE.RI.11-12.2</b> Determine the central idea of a text; recount the text.</p>
<p><b>RI.11-12.3</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p><b>EE.RI.11-12.3</b> Determine how individuals, ideas, or events change over the course of the text.</p>
<b>Craft and Structure</b>	
<p><b>RI.11-12.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<p><b>EE.RI.11-12.4</b> Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text.</p>
<p><b>RI.11-12.5</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p><b>EE.RI.11-12.5</b> Determine whether the structure of a text enhances an author's claim.</p>
<p><b>RI.11-12.6</b> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p><b>EE.RI.11-12.6</b> Determine author's point of view and compare and contrast it with own point of view.</p>

<b>Integration of Knowledge and Ideas</b>	
<b>RI.11-12.7</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	<b>EE.RI.11-12.7</b> Analyze information presented in different media on related topics to answer questions or solve problems.
<b>RI.11-12.8</b> Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	<b>EE.RI.11-12.8</b> Determine whether the claims and reasoning enhance the author’s argument in an informational text.
<b>RI.11-12.9</b> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	<b>EE.RI.11-12.9</b> Compare and contrast arguments made by two different texts on the same topic.
<b>Range of Reading and Level of Text Complexity</b>	
<b>RI.11-12.10</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>EE.RI.11-12.10</b> Demonstrate understanding while actively engaged in reading or listening to literary non-fiction.

## Eleventh-Twelfth Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	DLM Essential Elements
<b>Text Types and Purposes</b>	
<p><b>W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>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 claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>	<p><b>EE.W.11-12.1</b> Write arguments to support claims.</p> <ol style="list-style-type: none"> <li>a. Write an argument to support a claim that results from studying a topic or reading a text.</li> <li>b. Support claims with reasons and evidence drawn from text.</li> <li>c. Not applicable</li> <li>d. Not applicable</li> <li>e. Not applicable</li> </ol>

<b>CCSS Grade-Level Standards</b>	<b>DLM Essential Elements</b>
<p><b>W.11-12.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>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 and concepts.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>	<p><b>EE.W.11-12.2</b> Write to share information supported by details.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate.</li> <li>b. Develop the topic with relevant facts, details, or quotes.</li> <li>c. Use complete, simple sentences, as well as compound and other complex sentences as appropriate.</li> <li>d. Use domain specific vocabulary when writing claims related to a topic of study or text.</li> <li>e. Not applicable</li> <li>f. Provide a closing or concluding statement.</li> </ul>

<b>CCSS Grade-Level Standards</b>	<b>DLM Essential Elements</b>
<p><b>W.11-12.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>	<p><b>EE.W.11-12.3</b> Write about events or personal experiences.</p> <ol style="list-style-type: none"> <li>Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.</li> <li>Not applicable</li> <li>Organize the events in the narrative using temporal words to signal order and add cohesion.</li> <li>Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.</li> <li>Provide a closing.</li> </ol>
<b>Production and Distribution of Writing</b>	
<p><b>W.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>EE.W.11-12.4</b> Produce writing that is appropriate to a particular task, purpose, and audience.</p>
<p><b>W.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p><b>EE.W.11-12.5</b> Develop and strengthen writing as needed by planning, revising, editing, and rewriting.</p>



<b>CCSS Grade-Level Standards</b>	<b>DLM Essential Elements</b>
<b>W.11-12.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<b>EE.W.11-12.6</b> Use technology, including the Internet, to produce, publish and update an individual or shared writing project.
<b>Research to Build and Present Knowledge</b>	
<b>W.11-12.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<b>EE.W.11-12.7</b> Conduct research projects to answer questions posed by self and others using multiple sources of information.
<b>W.11-12.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	<b>EE.W.11-12.8</b> Write answers to research questions by selecting relevant information from multiple resources.

CCSS Grade-Level Standards	DLM Essential Elements
<p><b>W.11-12.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.”).</li> <li>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses].”).</li> </ul>	<p><b>EE.W.11-12.9</b> Cite evidence from literary or informational texts.</p> <ul style="list-style-type: none"> <li>a. Apply <i>Grades 11-12 Essential Elements for Reading Standards</i> to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. [Compare themes, topics, locations, context, and point of view].”).</li> <li>b. Apply <i>Grades 11-12 Essential Elements for Reading Standards</i> to informational texts (eg., “Compare and contrast reasoning and arguments used in one’s work with those used in seminal U.S. texts.”).</li> </ul>
<b>Range of Writing</b>	
<p><b>W.11-12.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><b>EE.W.11-12.10</b> Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.</p>

## Eleventh-Twelfth Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	DLM Essential Elements
<b>Comprehension and Collaboration</b>	
<p><b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul>	<p><b>EE.SL.11-12.1</b> Engage in collaborative discussions.</p> <ul style="list-style-type: none"> <li>a. Prepare for discussions by collecting information on the topic.</li> <li>b. Work with peers to set rules and goals for discussions.</li> <li>c. Ask and answer questions to verify or clarify own ideas and understandings during a discussion.</li> <li>d. Respond to agreements and disagreements in a discussion.</li> </ul>

<b>SL.11-12.2</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	<b>EE.SL.11-12.2</b> Determine the credibility and accuracy of information presented across diverse media or formats.
<b>SL.11-12.3</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<b>EE.SL.11-12.3</b> Determine whether the claims and reasoning enhance the speaker’s argument on a topic.
<b>Presentation of Knowledge and Ideas</b>	
<b>SL.11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	<b>EE.SL.11-12.4</b> Present an argument on a topic using an organization appropriate to the purpose, audience, and task.
<b>SL.11-12.5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<b>EE.SL.11-12.5</b> Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.
<b>SL.11-12.6</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<b>EE.SL.11-12.6</b> Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.

## Eleventh-Twelfth Grade English Language Arts Standards: Language

CSS Grade-Level Standards	DLM Essential Elements
<b>Conventions of Standard English</b>	
<p><b>L.11-12.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</li> </ul>	<p><b>EE.L.11-12.1</b> Demonstrate standard English grammar and usage when communicating.</p> <ul style="list-style-type: none"> <li>a. Use conventions of standard English when needed.</li> <li>b. Use digital, electronic, and other resources and tools to improve uses of language as needed.</li> </ul>
<p><b>L.11-12.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Observe hyphenation conventions.</li> <li>b. Spell correctly.</li> </ul>	<p><b>EE.L.11-12.2</b> Demonstrate understanding of conventions of standard English.</p> <ul style="list-style-type: none"> <li>a. Demonstrate conventions of standard English including capitalization, ending punctuation, and spelling when writing.</li> <li>b. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.</li> </ul>
<b>Knowledge of Language</b>	
<p><b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> <li>a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ul>	<p><b>EE.L.11-12.3</b> Use language to achieve desired outcomes when communicating.</p> <ul style="list-style-type: none"> <li>a. Vary sentence structure using a variety of simple and compound sentence structures.</li> </ul>

### Vocabulary Acquisition and Use

**L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

**EE.L.11-12.4** Demonstrate knowledge of word meanings.

- a. Use context to determine the meaning of unknown words.
- b. Identify and use root words and the words that result when affixes are added or removed.
- c. Not applicable
- d. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.

**EE.L.11-12.5** Demonstrate understanding of word relationships and use.

- a. Interpret simple figures of speech encountered while reading or listening.
- b. Not applicable

**L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**EE.L.11-12.6** Use general academic and domain-specific words and phrases across contexts.

## Glossary of English Language Arts Terms

**Adapted text (simplified).** Substitutes linguistically frequently occurring vocabulary for infrequently occurring nontechnical vocabulary, shortens sentence length, lowers reading level, and restructures sentences to reduce their complexity. See 80HH[http://www.coursecrafters.com/ELL-Outlook/2006/mar\\_apr/ELLOutlookITIArticle1.htm](http://www.coursecrafters.com/ELL-Outlook/2006/mar_apr/ELLOutlookITIArticle1.htm)

**Adapted text (elaborated).** Clarifies, elaborates, and explains implicit information and makes connections explicit with words sometimes added to increase comprehension. See 81HH[http://www.coursecrafters.com/ELL-Outlook/2006/mar\\_apr/ELLOutlookITIArticle1.htm](http://www.coursecrafters.com/ELL-Outlook/2006/mar_apr/ELLOutlookITIArticle1.htm)

**Assistive technology.** Any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities. See 82HH<http://standards.gov/assistivetechonology.cfm>

**Context clues.** Bits of information from the text that, when combined with the reader's own knowledge, help the reader determine the meaning of the text, or unknown words in the text.

**Decoding.** Understanding that a printed word represents the spoken word, and that this printed word is made of a sequence of phonemes.

**Digital literacy.** Ability to use digital technology, communication tools, or networks to locate, evaluate, use and create information; ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers; person's ability to perform tasks effectively in a digital environment. Literacy includes the ability to read and interpret media, to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments. See <http://www.library.illinois.edu/digit/definition.html>

**Digital tools.** Tools that involve or relate to the use of a computer/technology.

**Distracters.** An incorrect choice among multiple-choice answers on a question or test. See 83HH<http://dictionary.reference.com/browse/distractor>

**Encode.** To represent complicated information in a simple or short way.

**Episode.** A brief unit of action in a literary work; a situation that is part of a narrative.

**Figurative language.** Uses "figures of speech" as a way of saying something other than the literal meaning of the words (e.g., All the world's a stage.); hyperbole, metaphor, onomatopoeia.



**Figurative meaning.** Exaggerated or altered meaning of words used as a figure of speech (e.g., She swims like a dolphin (simile); figurative meaning is that she swims very well.).

**Formal language.** Adheres to stricter grammar rules, does not follow informal, spontaneous language (language between friends).

**Graphic organizer.** A diagram or pictorial device used to record and show relationships among ideas or information. An example could be a Venn diagram or a T-chart.

**Guided writing activities/lessons.** Temporary, small group lessons teaching strategies that students most need to practice with guidance from a teacher. See 84HH<http://www.readwritethink.org/professional-development/strategy-guides/guided-writing-30685.html>

**High-frequency words.** Words that appear frequently in writing, reading, and language.

**Hyperbole.** Way of speaking or writing (emphatic exaggeration) that makes someone or something sound bigger, better, more, etc. than they are (e.g., You've grown like a bean sprout!).

**Idiom.** Words in a fixed order that have a particular meaning that is different from the meaning of each word separately (e.g., "Bitten off more than you can chew."; "It's raining cats and dogs."; and "A little under the weather.")

**Independent writing.** Children write their own pieces, such as stories and informational narratives, retellings, labeling, speech balloons, lists, etc. See 85HH[http://www.oe.k12.mi.us/balanced\\_literacy/independent\\_writing.htm](http://www.oe.k12.mi.us/balanced_literacy/independent_writing.htm)

**Inference.** Assuming that something is true or forming an opinion based on information.

**Informational (natural) language.** Refers to spontaneous language (language between friends) that has less strict grammar rules and/or shorter sentences.

**Informational text.** Text that intends to provide information on a particular topic (e.g., an essay written about the Battle of Gettysburg).

**Informational essay/text/writing.** Writing that intends to provide information on a particular topic (e.g., Students write informational pieces about the effects of global warming, the impact of women in politics, and the salaries and endorsements in professional sports.).

**Intonation.** The sound changes produced by the rise and fall of the voice when speaking, especially when this has an effect on the meaning of what is said.

**Literary elements.** Characterizations, setting(s), plot(s) (including exposition, rising action, climax, and falling action), and theme(s) developed by an author over the course of a story.

**Metaphor.** An expression (figure of speech) which describes a person or object in a literary way by referring to something that is considered to have similar characteristics to the person or object being described, such as “The mind is an ocean,” and “The city is a jungle.”

**Multimedia book.** Combines media of communication (e.g., text, graphics, and sound).

**Multimodal.** Having or involving several or a combination of learning styles, modes, or modalities (e.g., auditory, kinesthetic, visual, or a combination).

**Onomatopoeia.** The creation and use of words which include sounds that are similar to the noises (imitates) that the words refer to (e.g., hiss, buzz, bang, or the word “zip” imitates the sound of zipping up one’s coat).

**Open-ended questions.** A question beginning with such words as *what, why, how, describe that* are designed to encourage a full, meaningful answer using the subject's own knowledge and/or feelings. See <http://www.mediacollege.com/journalism/interviews/open-ended-questions.html> and [http://changingminds.org/techniques/questioning/open\\_closed\\_questions.htm](http://changingminds.org/techniques/questioning/open_closed_questions.htm)

**Phonemes.** Abstract units of the phonetic system of a language that corresponds to a set of similar speech sounds (as the velar /k/ of cool and the palatal /k/ of keel) which are perceived to be a single distinctive sound in the language. See <http://www.merriam-webster.com/dictionary/phoneme>

**Phonetic spelling.** The representation of vocal sounds which express pronunciations of words and a system of spelling in which each letter represents invariably the same spoken sound. See <http://dictionary.reference.com/help/faq/language/s08.html>

**Picture exchange cards (PECS).** Originally created by Pyramid Products as a tool for communicating with non-verbal people on the spectrum. Since its invention, though, “PECS” has become shorthand for any kind of image-based communication.

**Prompt levels/prompt hierarchy.** To make something happen.

- Verbal prompts** - Statements that help learners acquire target skills (e.g., “You might need to try it a different way,” “Write your name.”).
- Gestural prompts** - Movements that cue learners to use a particular behavior or skill (e.g., pointing to the top of the paper where the learner needs to write his name).

- **Model prompts** - Models the target skill or behavior. Full model prompts can be verbal if the skill being taught is verbal, or they can be motor responses if the skill being taught involves moving a body part.
- **Physical prompts** - Touches to help a student use the target behavior or skill (e.g., tapping a learner’s hand to cue writing, putting hand over learner’s to help writing).
- **Visual prompts** - Pictures of events that provide learners with information about how to use the target skill or behavior (e.g., task analysis checklist, transition picture card). See <http://autismpdc.fpg.unc.edu/content/prompting>

**Roots (morphemes).** The most basic form of a word that is still able to convey a particular thought or meaning.

**Segmental phonemes.** One of the phonemes (as \ k, a, t \ in cat, tack, act) of a language that can be assigned to a relative sequential order of minimal segments. See <http://www.merriam-webster.com/dictionary/segmental%20phoneme>

**Sensory language/sensory words.** Words that refer to the senses of sight, touch, hearing, smell, and taste that can help add realism to writing.

**Shared reading.** An interactive reading experience where children interact with the reading of a big book or other enlarged text as guided by a teacher or other experienced reader, generally accomplished using an enlarged text that all children can see. See [http://www.oe.k12.mi.us/balanced\\_literacy/shared\\_reading.htm](http://www.oe.k12.mi.us/balanced_literacy/shared_reading.htm)

**Shared writing activity/modeled writing.** An approach to writing where the teacher and children work together to compose messages and stories where children provide the ideas and the teacher supports the process as a scribe. The message is usually related to some individual or group experience. The teacher provides full support, modeling and demonstrating the process of putting children's ideas into written language. See [http://www.oe.k12.mi.us/balanced\\_literacy/modeled\\_writing.htm](http://www.oe.k12.mi.us/balanced_literacy/modeled_writing.htm)

**Short essay.** Literary composition on a single subject, usually presenting the personal view of the author. See <http://www.thefreedictionary.com/essay>

**Simile.** The use of an expression (figure of speech) comparing one thing with another, always including the words “as” or “like” (e.g., She swims like a dolphin.).

**Social story.** Describes a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses and shares accurate social information that is easily understood by its audience. See <http://www.thegraycenter.org/social-stories/what-are-social-stories>

**Speech/voice-to-text technology.** A type of speech recognition program that converts spoken to written language. See

90HHhttp://searchunifiedcommunications.techtarget.com/definition/voice-to-text

**Spatial and temporal relationships/meaning words.** Signal event order (e.g., *behind, under, after, soon, next, and later*).

**Story elements.** Plot, setting, genre, point of view, characters, and order of events.

**Textual evidence.** Evidence from one or more texts used to support an argument/position, and is derived from reading and drawing from other text(s). It is provided in the form of quotation, paraphrase, descriptions of theory, and also description. See [http://wiki.answers.com/Q/What\\_is\\_a\\_textual\\_evidence](http://wiki.answers.com/Q/What_is_a_textual_evidence)

**Theme or central idea.** Main thought or topic in a work of literature

**Vivid verbs.** Words that express an action with an implied emphasis (e.g., “He sprinted down the street,” or “He dashed down the street,” rather than “He ran down the street.”).

**Word family.** Groups of words that have a common feature or pattern (also known as phonograms, rhymes, or chunks). *At, cat, hat,* and *fat* are a family of words with the “at” sound and letter combination in common. Common word families include: *ack, ain, ake, ale, all, ame, an, ank, ap, ash, at, ate, aw, ay, eat, ell, est, ice, ick, ide, ight, ill, in, ine, ing, ink, ip, it, ock, oke, op, ore, ot, uck, ug, ump, unk.* See <http://www.enchantedlearning.com/rhymes/wordfamilies/>

## Glossary of Special Education Terms

**Accommodations.** Changes in the administration of an assessment, such as setting, scheduling, timing, presentation format, response mode, or others, including any combination of these that does not change the construct intended to be measured by the assessment or the meaning of the resulting scores. Accommodations are used for equity, not advantage, and serve to level the playing field. To be appropriate, assessment accommodations must be identified in the student’s Individualized Education Plan (IEP) or Section 504 plan and used regularly during instruction and classroom assessment.

**Achievement descriptors.** Narrative descriptions of performance levels that convey student performance at each achievement level and further defines content standards by connecting them to information that describes how well students are doing in learning the knowledge and skills contained in the content standards. See also “performance descriptors.”

**Achievement levels.** A measurement that distinguishes an adequate performance from a novice or expert performance. Achievement levels provide a determination of the extent to which a student has met the content standards. See also “performance levels.”

**Achievement standard.** A system that includes performance levels (e.g., unsatisfactory, proficient, or advanced), descriptions of student performance for each level, examples of student work representing the entire range of performance for each level, and cut scores. A system of performance standards operationalizes and further defines content standards by connecting them to information that describes how well students are doing in learning the knowledge and skills contained in the content standards. See also “performance standards.”

**Achievement test.** An instrument designed to measure efficiently the amount of academic knowledge and/or skill a student has acquired from instruction. Such tests provide information that can be compared to either a norm group or a measure of performance, such as a standard.

**Age appropriate.** The characteristics of the skills taught, the activities and materials selected, and the language level employed that reflect the chronological age of the student.

**Alignment.** The similarity or match between or among content standards, achievement (performance) standards, curriculum, instruction, and assessments in terms of equal breadth, depth, and complexity of knowledge and skill expectations.

**Alternate assessment.** An instrument used in gathering information on the standards-based performance and progress of students whose disabilities preclude their valid and reliable participation in general assessments. Alternate assessments measure the performance of a relatively small population of students who are unable to participate in the general assessment system, even with accommodations, as determined by the IEP team.

**Assessment.** The process of collecting information about individuals, groups, or systems that relies upon a number of instruments, one of which may be a test, making assessment a more comprehensive term than *test*.

**Assessment literacy.** The knowledge of the basic principles of sound assessment practice including terminology, development, administration, analysis, and standards of quality.

**Assistance.** (versus support) The degree to which the teacher provides aid to the student’s performance that provides direct assistance in the content or skill being demonstrated by the student. That is, the assistance involves the teacher performing the cognitive work required. Assistance results in an invalidation of the item or score. See also “support.”

**Assistive technology.** A device, piece of equipment, product system or service that is used to increase, maintain, or improve the functional capabilities of a student with a disability. (See 34 CFR §300.5 and 300.6.)

**Cues.** Assistance, words, or actions provided to a student to increase the likelihood that the student will give the desired response.

**Curriculum.** A document that describes what teachers do in order to convey grade-level knowledge and skills to a student.

**Depth.** The level of cognitive processing (e.g., recognition, recall, problem solving, analysis, synthesis, and evaluation) required for success relative to the performance standards.

**Disaggregation.** The collection and reporting of student achievement results by particular subgroups (e.g., students with disabilities, limited English proficient students), to ascertain the subgroup’s academic progress. Disaggregation makes it possible to compare subgroups or cohorts.

**Essence of the Standard.** Is that which conveys the same ideas, skills, and content of the standard, expressed in simpler terms.

**Essential Elements (EEs or CCEEs).** The Common Core Essential Elements are specific statements of the content and skills that are linked to the Common Core State Standards (CCSS) grade level specific expectations for students with significant cognitive disabilities.

**Grade Band Essential Element.** A statement of essential precursor content and skills linked to the Common Core State Standards (CCSS) grade-level standards and indicators that maintain the essence of that standard, thereby identifying the grade-level expectations for students with significant cognitive disabilities to access and make progress in the general curriculum.

**Grade level.** The grade in which a student is enrolled.

**Individualized Education Program (IEP).** An IEP is a written plan, developed by a team of regular and special educators, parents, related service personnel and the student, as appropriate, describing the specially designed instruction needed for an eligible

exceptional student to progress in the content standards and objectives and to meet other educational needs.

**Linked.** A relationship between a grade-level indicator for Common Core State Standards (CCSS) and Common Core Essential Elements (EEs or CCEEs) that reflects similar content and skills but does not match the breadth, depth, and complexity of the standards.

**Multiple measures.** Measurement of student or school performance through more than one form or test

- For students, these might include teacher observations, performance assessments, or portfolios.
- For schools, these might include dropout rates, absenteeism, college attendance, or documented behavior problems.

**Natural cue.** Assistance given to a student that provides a flow among the expectations presented by the educator, opportunities to learn, and the desired outcome exhibited by the student.

**Opportunity to learn.** The provision of learning conditions, including suitable adjustments, to maximize a student's chances of attaining the desired learning outcomes, such as the mastery of content standards.

**Readability.** The formatting of presented material that considers the organization of text; syntactic complexity of sentences; use of abstractions; density of concepts; sequence and organization of ideas; page format; sentence length; paragraph length; variety of punctuation; student background knowledge or interest; and use of illustrations or graphics in determining the appropriate level of difficulty of instructional or assessment materials.

**Real-world application.** The opportunity for a student to exhibit a behavior or complete a task that he or she would normally be expected to perform outside of the school environment.

**Response requirements.** The type, kind, or method of action required of a student to answer a question or testing item. The response may include, but is not limited to, reading, writing, speaking, creating, and drawing.

**Stakeholders.** A group of individuals perceived to be vested in a particular decision (e.g., a policy decision).

**Standardized.** An established procedure that assures that a test is administered with the same directions, under the same conditions, and is scored in the same manner for all students to ensure the comparability of scores. Standardization allows reliable and valid comparison to be made among students taking the test. The two major types of standardized tests are norm-referenced and criterion-referenced.

**Standards.** There are two types of standards, content, and achievement (performance).

- **Content standards.** Statements of the subject-specific knowledge and skills that schools are expected to teach students, indicating what students should know and be able to do.
- **Achievement (Performance) standards.** Indices of qualities that specify how adept or competent a student demonstration must be and that consist of the following four components:
  - levels that provide descriptive labels or narratives for student performance (i.e., advanced, Level III, etc.);
  - descriptions of what students at each particular level must demonstrate relative to the task;
  - examples of student work at each level illustrating the range of performance within each level; and
  - cut scores clearly separating each performance level.

**Standards-based assessments.** Assessments constructed to measure how well students have mastered specific content standards or skills.

**Test.** A measuring device or procedure. Educational tests are typically composed of questions or tasks designed to elicit predetermined behavioral responses or to measure specific academic content standards.

**Test presentation.** The method, manner, or structure in which test items or assessments are administered to the student.

**Universal design of assessment.** A method for developing an assessment to ensure accessibility by all students regardless of ability or disability. Universal design of assessment is based on principles used in the field of architecture in which user diversity is considered during the conceptual stage of development.

*\*Adapted from the *Glossary of Assessment Terms and Acronyms Used in Assessing Special Education Students: A Report from the Assessing Special Education Students (ASES) State Collaborative on Assessment and Student Standards (SCASS.)**



## APPENDIX

Development of the Dynamic Learning Maps Essential Elements has been a collaborative effort among practitioners, researchers, and our state representatives. Listed below are the reviews and the individuals involved with each round of improvements to the Dynamic Learning Maps Essential Elements. Thank you to all of our contributors.

### REVIEW OF DRAFT TWO OF DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS

A special thanks to all of the experts nominated by their state to review draft two of the Dynamic Learning Maps Essential Elements. We are grateful for your time and efforts to improve these standards for students with significant cognitive disabilities. Your comments have been incorporated into this draft. The states with teams who reviewed draft two include:

Illinois	Oklahoma
Iowa	Utah
Kansas	Virginia
Michigan	West Virginia
Missouri	Wisconsin

### Development of the Original Dynamic Learning Maps Common Core Essential Elements

A special thanks to Edvantia and the team of representatives from Dynamic Learning Maps consortium states who developed the original Common Core Essential Elements upon which the revised Dynamic Learning Maps Essential Elements are based. The team from Edvantia who led the original effort included:

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 SECTION 4

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**Wisconsin's Approach to  
Literacy in All Subjects**





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## What is Disciplinary Literacy?

Literacy, the ability to read, write, listen, speak, think critically and perform in different ways and for different purposes, begins to develop early and becomes increasingly important as students pursue specialized fields of study in high school and beyond. The Common Core State Standards (CCSS) for Literacy in Science, Social Studies, History, and the Technical Subjects are connected to College and Career Readiness Standards that guide educators as they strive to help students meet the literacy challenges within each particular field of study. This national effort is referred to as disciplinary literacy.

**In Wisconsin, disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field.**

These abilities are important in ALL courses and subjects. While the Common Core State Standards (CCSS) for Literacy in Science, Social Studies, History, and the Technical Subjects provide standards for cross-discipline reading and writing in grades 6-12, Wisconsin recognizes the need to broaden this effort and include **all disciplines and every educator in every grade level K-12**. This literacy focus must begin as soon as children have access to formal education and continue intentionally as college and career readiness goals advance for all children in Wisconsin.

To address this expanded definition and approach to disciplinary literacy, excerpts from the K-5 Common Core State Standards for English Language Arts are included in this document. Elementary classroom teachers build the foundational literacy skills necessary for students to access all learning. Additionally, they develop content specific to deep literary study, oratory tradition and linguistic analysis; skills specific to English language arts. Literacy reaches beyond this knowledge in one content area to include reading, writing, listening, speaking and thinking critically in each discipline beginning at an early age. The applicable K-5 standards help educators in Wisconsin build a ladder of skills and dispositions that lead to accelerated achievement across disciplines and will be included in every content-specific standards document into the future.

## Why is disciplinary literacy important?

The modern global society, of which our students are a part, requires postsecondary learning. An analysis of workforce trends by Georgetown University economist Anthony Carnevale and his colleagues found that nearly 60 percent of all job openings in 2007 required some postsecondary education; postsecondary success depends on students' ability to comprehend and produce the kinds of complex texts found in all disciplines. Therefore, the economic future of our state, as well as our students and their success as productive citizens and critical thinkers link to disciplinary literacy.

Textbooks, articles, manuals and historical primary source documents create specialized challenges for learners. These texts often include abstracts, figures, tables, diagrams and specialized vocabulary. The ideas are complex and build across a number of paragraphs requiring focus and strategic processing. To comprehend and produce this type of text, students must be immersed in the language and thinking processes of that discipline and they must be supported by an expert guide, their teacher (Carnegie Report, 2010).

A focus at the elementary level on foundational reading, when expanded to include engaging experiences connected to informational texts, vocabulary, and writing for content-specific purposes builds background knowledge and skills in each discipline. This increases opportunities for success as students approach more rigorous content in those disciplines (Alliance for Excellent Education, 2011).

Reading, writing, speaking, listening and critical thinking must be integrated into each discipline across all grades so that all students gradually build knowledge and skills toward college and career readiness. Collaboration among institutes of higher education, CESA Statewide Network, districts, schools, teachers and family and community will guide the implementation of the Common Core State Standards in Wisconsin.



**The message is that literacy is integral to attainment of content knowledge and content is essential background knowledge for literacy development.**

**This interdependent relationship exists in all disciplines.**

The Common Core State Standards require educators to support literacy in each classroom across the state. Since the impact of this effort is significant, it is essential that resources and supports be accessible to all educators. To build consistent understanding, DPI convened a statewide Disciplinary Literacy Leadership Team in 2011 comprised of educators from many content areas and educational backgrounds. This team was charged with examining the CCSS for Disciplinary Literacy, identifying the needs in the field for support, and gathering materials and resources to address those needs. Resources are available at: [www.dpi.wi.gov/standards](http://www.dpi.wi.gov/standards)





## Wisconsin Foundations for Disciplinary Literacy

To guide understanding and professional learning, a set of foundations, developed in concert with Wisconsin's *Guiding Principles for Teaching and Learning*, directs Wisconsin's approach to disciplinary literacy.

### **Academic learning begins in early childhood and develops across all disciplines.**

Each discipline has its own specific vocabulary, text types, and ways of communicating. Children begin learning these context- and content-specific differences early in life and continue through high school and beyond. While gardening, small children observe and learn the form and function of a root, stem, leaf and soil; or measure, mix and blend while baking a cake. School offers all students opportunities to develop the ability to, for example, think like a scientist, write like a historian, critique like an artist, problem-solve like an auto mechanic, or analyze technological advances like a health care technician. As literacy skills develop, educators gradually shift the responsibility for reading, writing, listening, speaking and critical thinking to students through guided supports in both individual and collaborative learning experiences.

### **Content knowledge is strengthened when educators integrate discipline-specific literacy into teaching and learning.**

Educators help students recognize and understand the nuances of a discipline by using strategies that “make their thinking visible.” They promote classroom reading, writing, listening, speaking and critical thinking using authentic materials that support the development of content-specific knowledge. They guide students through these complex texts by using strategies that develop conceptual understanding of language and set expectations for relevant application of skills. These literacy practices deepen students' content knowledge, strategies and skills so that their learning transfers to real world situations.

### **The literacy skills of reading, writing, listening, speaking and critical thinking improve when content-rich learning experiences motivate and engage students.**

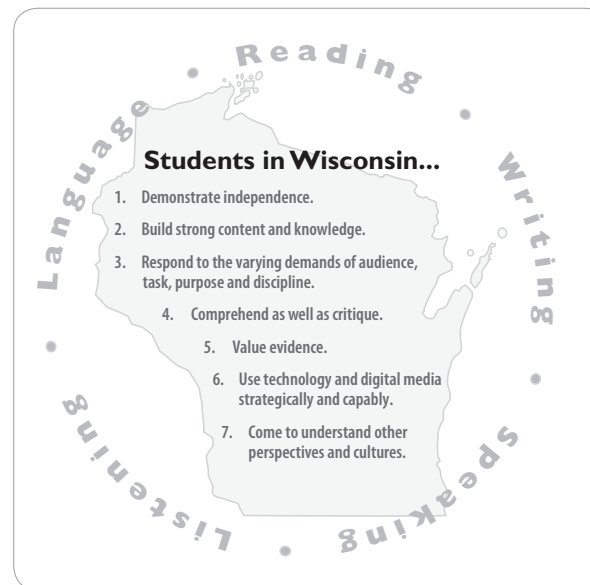
Educators who foster disciplinary literacy develop experiences that integrate rigorous content with relevant collaborative and creative literacy processes to motivate and engage students. Setting high expectations, they structure routines and supports that empower students to take charge of their own learning. When students work in teams to research science

and mathematics concepts in the development of an invention or a graphic arts design; when they collaboratively build a blog that explains their recent marketing venture, they use specific literacy skills and strategies to solidify learning. Students need these opportunities over time to develop the precise and complex reading, writing, listening, speaking and critical thinking skills demanded in today's careers.

### **Students demonstrate their content knowledge through reading, writing, listening, and speaking as part of a content-literate community.**

Students who are literate in a particular discipline are able to successfully read, write, and speak about that discipline and can listen to and think critically as others communicate in that community. Performance tasks that allow students to present the complexity of a content area in a way that is meaningful to the field become authentic approaches to

assessing mastery within a discipline. Such tasks empower students to discover the real world connections across disciplines and to actively participate in communities of discipline-literate peers. As Wisconsin moves to the SMARTER Balanced Assessment System these performance tasks will be integral to assessment of student learning.







## What research and resources are available to support educators' use of the Common Core State Standards for Literacy in All Subjects?

The Common Core State Standards for Literacy in All Subjects reflect the importance of literacy in both the oral and written language and in both productive (speaking and writing) and receptive (listening and reading) discourse. Clearly, critical and precise thinking are required to develop all of these specific strategies and skills. The standards also address the learning and functioning of language in a technological, media-driven world because the language that we use is selective depending upon the context of the conversation.

The following section will offer relevant research and resources to support professional learning in reading, writing, speaking, listening and language across disciplines. Collegial conversation and learning, both cross-discipline and within-discipline will help make the Common Core State Standards more applicable to schools and districts, and will address the needs of unique programs within those contexts. A collection of online resources will continue to develop as support materials emerge.

### Reading Connections

While early reading focuses on learning that letters make sounds, and that words carry meaning, reading quickly develops to a point where the message taken from text depends on what the reader brings to it. The Carnegie Report, *Reading in the Disciplines* (2010) describes this phenomenon:

**“The ability to comprehend written texts is not a static or fixed ability, but rather one that involves a dynamic relationship between the demands of texts and prior knowledge and goals of the reader.”**

Therefore, a musician reading a journal article that describes concepts in music theory will take more information away from the text than a music novice because of their knowledge and experience in music. As well, an individual who spends a significant amount of time reading automotive manuals will more easily navigate a cell phone manual because of familiarity with that type of text.

A chart excerpted from the Carnegie Report (2010) details a few of the generic and more discipline-specific strategies that support students as they attempt to comprehend complex text. While the generic strategies pertain across content areas, discipline-specific ones must be tailored to match the demands of the content area.

Both generic and discipline focused strategies and knowledge must be applied to the comprehension and evaluation of:

- Textbooks
- Journal and magazine articles
- Historically situated primary documents
- Full Length Books
- Newspaper Articles
- Book Chapters
- Multimedia and Digital Texts



Generic Reading Strategies	Discipline-Specific Reading Strategies
Monitor comprehension	Build prior knowledge
Pre-read	Build specialized vocabulary
Set goals	Learn to deconstruct complex sentences
Think about what one already knows	Use knowledge of text structures and genres to predict main and subordinate ideas
Ask questions	
Make predictions	Map graphic (and mathematical) representations against explanations in the text
Test predictions against the text	
Re-read	Pose discipline relevant questions
Summarize	Compare claims and propositions across texts
	Use norms for reasoning within the discipline (i.e. what counts as evidence) to evaluate claims

*Source: Carnegie Report, (2010)*

Additional resources that support reading in specific subjects include *Content Counts! Developing Disciplinary Literacy Skills, K–6* by Jennifer L. Altieri (2011). This guide for discipline-specific literacy at the elementary level offers strategies to balance the demands of literacy while continuing to make content count and help students meet the reading, writing, speaking and listening demands of the content areas as they advance in school.

A resource by Doug Buehl (2011) entitled *Developing Readers in the Academic Disciplines* describes what it means to read, write, and think through a disciplinary lens in the adolescent years. This teacher-friendly guide helps connect literacy with disciplinary understandings to bridge academic knowledge gaps, frontload instruction, and build critical thinking through questioning.

### Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts. (CCSS p. 35 [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf))

The Common Core State Standards require that all students “be able to comprehend texts of steadily increasing complexity as they progress through school” (Appendix A: Research Supporting Key Elements of the Standards, p. 2). More detailed definitions of complex text and examples of complex texts across disciplines are available in Appendix B of the English Language Arts CCSS at: [www.dpi.wi.gov/standards](http://www.dpi.wi.gov/standards).

### Writing Connections

The Common Core State Standards call for emphasis on three types of writing: narrative, informational and logical argument. Writing that presents a logical argument is especially appropriate to discipline-specific work since credible evidence differs across content areas. The ability to consider multiple perspectives, assess the validity of claims and present a point of view is required in argumentative writing. These thinking and communication skills are “critical to college and career readiness” (Appendix A: p. 24).

**A 2007 report entitled *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools* detailed research on writing to learn, rather than only for assessment, as having a significant impact on content learning.**



The study found writing to learn was equally effective for all content areas in the study (social studies, math and science) and at every grade (4-12).

### Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within an argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have flexibility, concentration, and fluency to produce high quality first draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. (CCSS p.41 [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf))

When a social studies teacher guides students in taking on the perspective of a person from a specific historical era, she might ask students to write a first person narrative from that perspective. Research into that era leads students to discover personal beliefs of that historical person. They may dig into the personal experiences, ideas, and events involved in the era to visualize life in that period. They then develop a rich understanding of the era and embed language from that era into the texts that they create. (Samples of discipline-specific writing across grades and content areas are available in Appendix C of the English Language Arts CCSS at: [www.dpi.wi.gov/standards](http://www.dpi.wi.gov/standards).)

### Speaking, Listening and Language Connections

The ability to share ideas and orally communicate with credibility in a specific academic discourse empowers students and allows access to specialized groups. In *Situated Language and Learning: A Critique of Traditional Schooling*, James Paul Gee (2004) describes the need to prioritize these skills so that students are at ease as they enter situations connected to a

specific content area and are more likely to continue their learning in that discipline.

As expertise develops, students feel more and more comfortable applying knowledge and skills while speaking and listening in a specific discipline.

- A media course may teach students appropriate expression, tone and rate of speech when addressing a large audience.
- Listening carefully to questions posed is a specialized skill that debate facilitators develop.
- Scientists learn to listen for bias in the perspectives presented by peers to determine the reliability of scientific outcomes.
- Artists have very specialized and specific ways of speaking about the many aspects of a piece.

A policy brief from the Alliance for Excellent Education called, *Engineering Solutions to the National Crisis in Literacy: How to Make Good on the Promise of the Common Core State Standards* describes “a staircase of literacy demands” and emphasizes the importance of a progressive development of language and literacy over time.

The conceptual understanding of “functions” in mathematics may begin to develop in elementary school in its simplest form. As the concept develops over the years, students will use the word “function” in a meaningful way when speaking and writing to describe the mathematical concept they apply. When educators explicitly connect a mathematical term to its application and repeatedly expose students to the concept connected to the term, a specialized language becomes second nature to the mathematics classroom.

**Students must have extensive vocabularies, built through reading and explicit instruction embedded in the context of content learning. This enables them to comprehend complex texts, engage in purposeful writing and communicate effectively within a discipline.**



Skills in determining or clarifying the meaning of words and phrases encountered, choosing flexibly from an array of strategies, and seeing an individual word as part of a network of other words that, for example, have similar denotations but different connotations allow students to access information and support their own learning.

### **Literacy in Multiple Languages**

Increasing economic, security, cross-cultural and global demands underscore the value of literacy in more than one language. Students who think, read, write, and communicate in multiple languages are an asset to our own country and can more easily interact and compete in the world at large.

English language learners (ELL) in our classrooms face significant challenges as they add a new language and work to grasp content at the same rate as their English-speaking peers. In a report to the Carnegie Corporation entitled *Double the Work: Challenges and Solutions to Acquiring Academic Literacy for Adolescent English Language Learners (2007)* researchers found that a focus on academic literacy is crucial for ELL's success in school. In their description of academic literacy they include reading, writing and oral discourse that:

- Varies from subject to subject.
- Requires knowledge of multiple genres of text, purposes for text use and text media.
- Is influenced by students' literacies in context outside of school.
- Is influenced by students' personal, social, and cultural experiences.

The needs of our English language learners are addressed when we embed disciplinary literacy strategies into our subject area teaching. These high impact strategies and skills allow English language learners and all students to more readily access content knowledge and connect it to the prior knowledge they bring to the classroom. When educators take the initiative to understand and embed these strategies and skills, they offer additional opportunities for success to all of our students.

## **Who Should Use the Common Core State Standards for Literacy in All Subjects?**

The term “disciplinary literacy” may be new to many Wisconsin teachers. The Common Core State Standards for Literacy in All Subjects as excerpted from the Common Core Standards for English Language Arts, are intended for all K-12 educators. Each standard is written broadly in content-neutral language, breaking down the complex skills that comprise reading, writing, speaking, listening, and language. These standards serve as a complement to the specific content-related standards of each individual discipline. Administrators and communities may also find the disciplinary literacy standards helpful in charting a clear and consistent school or district-wide approach to literacy that moves Wisconsin forward toward the goal of every student career and college ready.





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*Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools (2007)*



 SECTION 5

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**Wisconsin Research and  
Resources**







## Guiding Principles for Teaching and Learning:

Research, Probing Questions, Resources, and References

### **1. Every student has the right to learn.**

It is our collective responsibility as an education community to make certain each child receives a high-quality, challenging education designed to maximize potential; an education that reflects and stretches his or her abilities and interests. This belief in the right of every child to learn forms the basis of equitable teaching and learning. The five principles that follow cannot exist without this commitment guiding our work.

### **2. Instruction must be rigorous and relevant.**

To understand the world in which we live, there are certain things we all must learn. Each school subject is made up of a core of essential knowledge that is deep, rich, and vital. Every student, regardless of age or ability, must be taught this essential knowledge. What students learn is fundamentally connected to how they learn, and successful instruction blends the content of a discipline with processes of an engaging learning environment that changes to meet the dynamic needs of all students.

### **3. Purposeful assessment drives instruction and affects learning.**

Assessment is an integral part of teaching and learning. Purposeful assessment practices help teachers and students understand where they have been, where they are, and where they might go next. No one assessment can provide sufficient information to plan teaching and learning. Using different types of assessments as part of instruction results in useful information about student understanding and progress. Educators should use this information to guide their own practice and in partnership with students and their families to reflect on learning and set future goals.

### **4. Learning is a collaborative responsibility.**

Teaching and learning are both collaborative processes. Collaboration benefits teaching and learning when it occurs on several levels: when students, teachers, family members, and the community collectively prioritize education and engage in activities that support local schools, educators, and students; when educators collaborate with their colleagues to support innovative classroom practices and set high expectations for themselves and their students; and when students are given opportunities to work together toward academic goals in ways that enhance learning.

### **5. Students bring strengths and experiences to learning.**

Every student learns. Although no two students come to school with the same culture, learning strengths, background knowledge, or experiences, and no two students learn in exactly the same way, every student's unique personal history enriches classrooms, schools, and the community. This diversity is our greatest education asset.

### **6. Responsive environments engage learners.**

Meaningful learning happens in environments where creativity, awareness, inquiry, and critical thinking are part of instruction. Responsive learning environments adapt to the individual needs of each student and encourage learning by promoting collaboration rather than isolation of learners. Learning environments, whether classrooms, schools, or other systems, should be structured to promote engaged teaching and learning.



## Guiding Principle I: Every student has the right to learn.

*It is our collective responsibility as an education community to make certain each child receives a high-quality, challenging education designed to maximize potential, an education that reflects and stretches his or her abilities and interests. This belief in the right of every child to learn forms the basis of equitable teaching and learning. The five principles that follow cannot exist without this commitment guiding our work.*

Every student's right to learn provides the overarching vision for Wisconsin's Guiding Principles for education. To be successful, education must be committed to serving the learning needs of students from various social, economic, cultural, linguistic, and developmental backgrounds. For all students to have a guaranteed right to learn, schooling must be equitable.

### Research Summary

#### *Focusing on Equity*

The belief that each student has the right to learn despite differences in educational needs and backgrounds has important implications for ensuring an equitable education for all students. In the education research literature, the term *educational equality* refers to the notion that all students should have access to an education of similar quality—the proxy for which is frequently educational *inputs* such as funding, facilities, resources, and quality teaching and learning. In contrast, the term *educational equity* connotes the requirement that all students receive an education that allows them to achieve at a standard level or attain standard educational *outcomes* (Brighthouse & Swift, 2008). Importantly, equality in terms of educational resources or inputs may not guarantee equity in educational outcomes because not all students reach the same level of achievement with the same access to resources (Brighthouse & Swift, 2008). To serve students of varying economic, social, developmental, or linguistic backgrounds, achieving equity in education may require more resources to meet the greater educational needs of certain students (Berne & Stiefel, 1994).

The research literature offers several components that provide a framework for understanding what an equitable education for all students looks like at the classroom level. These components include a call for all students to be provided with the following:

- Access to resources and facilities
- Instruction in all areas tailored to their needs
- Curriculum that is rigorous and relevant
- Educators who are culturally sensitive and respectful
- Interactions with staff and other students that are positive and encouraging in an atmosphere of learning
- Assessment that is varied to give each student the opportunity to demonstrate learning (Education Northwest, 2011)

#### Access

Access to resources and facilities largely refers to various legal mandates that all children have the right to attend school and participate in all school activities. Since the landmark ruling *Brown v. Board of Education of Topeka* (1954), court decisions and federal regulations have mandated equality of access to all educational opportunities for students regardless of race, ethnicity, or gender (Civil Rights Act, 1964), disability (Education for All Handicapped Children Act, 1975), or language (*Lau v. Nichols*, 1974). Equity in the provision of educational resources and funding was improved with the passage of Title I of the Elementary and Secondary Education Act (ESEA; 1965), which provided additional resources for economically disadvantaged students to meet their learning needs. Since Title I, research on equity in education has grown, and with the reauthorization of ESEA in the No Child Left Behind Act in 2001, equity in educational outcomes for all students was emphasized in the law. Access to an equitable education is a legal right for all children, and the quality of that access in classroom instruction is a moral and ethical right.



### *Instruction*

Instruction that is tailored to meet all students' needs goes beyond simply providing equal access to education. High-quality instruction has increasingly been defined in the literature as a key factor in student achievement. High-quality instruction includes differentiated instructional strategies, teaching to students' learning styles, and provision of instructional support for students who are educationally, socially, or linguistically challenged. Differentiated instruction involves utilizing unique instructional strategies for meeting individual student needs as well as modifying curriculum for both high- and low-performing students. Assessing and teaching to student learning styles is one form of differentiation. Research has shown the value of adapting instructional strategies to different student learning styles (Gardner, 1999) and supports the practice of classroom differentiation (Mulroy & Eddinger, 2003; Tomlinson, 2005).

### *Curriculum*

Designing curriculum that is rigorous and relevant provides an important foundation for a high-quality learning environment by helping make standards-based content accessible to all students. A relevant, rigorous curriculum has been found to be important for all students. Although advanced and rigorous curriculum is generally viewed to be an important factor of academic success for high-achieving students, research also indicates that using challenging, interesting, and varied curriculum for students of all achievement levels improves student achievement (Daggett, 2005). Rigorous curriculum can be adapted for low-performing students in a way that challenges them and helps them meet learning standards. For example, the universal design for learning (UDL) offers strategies for making the general curriculum accessible to special education students (Rose, Hasselbring, Stahl, & Zabala, 2009). Similarly, research on lesson scaffolding emphasizes strategies for providing a rigorous content curriculum to student who are culturally or linguistically diverse or who need additional context to understand certain concepts (Gibbons, 2002).

### *Climate*

Interactions with staff and students that are positive and focused on learning are part of an emotionally safe school climate, but the literature also supports the need for a climate of high academic expectations (Haycock, 2001). Schools with large numbers of high-poverty and racially diverse students have shown significant academic growth when teachers and staff members create an environment of high expectations for achievement (Reeves, 2010). In addition, research on school climate has asserted the need for students to feel emotionally safe and respected as well as physically safe in school (Gronna & Chin-Chance, 1999).

A positive, respectful learning environment with high expectations and curricular and instructional supports for all students offers an avenue to genuine educational equity.

### **Probing Questions**

- What are some of the needs and challenges your school faces in moving toward a fully equitable education for all students?
- How could you provide leadership in your school to work to ensure an equitable education for all students?



## Resources

A variety of resources are available for teachers and leaders on educational equity for all students. A few websites and links are highlighted below:

The School Improvement Center developed activities to help districts develop an equity framework. These resources can be found at *Actualizing Equity: The Equity Framework*: [http://www.gapsc.com/EducatorPreparation/NoChildLeftBehind/Admin/Files/conference\\_032010/Actualizing\\_Equity.pdf](http://www.gapsc.com/EducatorPreparation/NoChildLeftBehind/Admin/Files/conference_032010/Actualizing_Equity.pdf).

The Education Equality Project developed a website with useful resources for educators. It can be found at <http://www.edequality.org>.

The Equity Center has a website with a variety of resources. The resources can be found at <http://educationnorthwest.org/project/Equity%20Program/resource/>.

The Midwest Equity Assistance Center has a website with many resources. It can be found at <http://www.meac.org/Publications.html>.

The Office for Civil Rights has a useful website for educators. It can be found at <http://www2.ed.gov/about/offices/list/ocr/index.html>.

Southern Poverty Law Center, Teaching Tolerance Program. Resources can be found at <http://www.splcenter.org/what-we-do/teaching-tolerance>.

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## Guiding Principle 2: Instruction must be rigorous and relevant.

*To understand the world in which we live, there are certain things we all must learn. Each school subject is made up of a core of essential knowledge that is deep, rich, and vital. Every student, regardless of age or ability, must be taught this essential knowledge. What students learn is fundamentally connected to how they learn, and successful instruction blends the content of a discipline with processes of an engaging learning environment that changes to meet the dynamic needs of all students.*

### Research Summary

Instruction should connect directly to students' lives and must deeply engage them with the content in order for students to be better prepared for college and careers. To succeed in postsecondary education and in a 21st century economy, students must be afforded opportunities to practice higher-order thinking skills, such as how to analyze an argument, weigh evidence, recognize bias (their own and others' bias), distinguish fact from opinion, balance competing principles, work collaboratively with others, and be able to communicate clearly what they understand (Wagner, 2006). In order to accomplish these goals, instruction must be rigorous and meaningful.

The definition of *rigor* varies greatly in both research and practice. Bower and Powers (2009) conducted a study to determine the essential components of rigor. They defined *rigor* through their research as “how the standard curriculum is delivered within the classroom to ensure students are not only successful on standardized assessments but also able to apply this knowledge to new situations both within the classroom and in the real world.” They also identified higher-order thinking and real-world application as two critical aspects of rigor, suggesting that it is not enough for students to know how to memorize information and perform on multiple-choice and short-answer tests. Students must have deep and rich content knowledge, but rigor also includes the ability to apply that knowledge in authentic ways.

Teaching and learning approaches that involve students collaborating on projects that culminate with a product or presentation are a way to bring rigor into the classroom. Students can take on real problems, use what they know and research to come up with real solutions to real problems. They must engage with their subject and with their peers.

In August 2010, the Institutes of Education Sciences reported the results of a randomized control trial showing that a problem-based curriculum boosted high school students' knowledge of economics. This research suggests that students using this learning system and its variants score similarly on standardized tests as students who follow more traditional classroom practices. The research also suggests that students learning through problem-solving and projects are more adept at applying what they know and are more deeply engaged.

The notion of a meaningful curriculum is not a new one. John Dewey (1990), writing in 1902, called for a curriculum that involves a critical but balanced understanding of the culture and the prior knowledge of each child in order to extend learning. According to Spillane (2000), presenting content in more authentic ways—disciplinary and other real-world contexts—has become a central theme of current reform movements. Schools should be places where “the work students are asked to do [is] work worth doing” (Darling-Hammond, 2006, p. 21). Research collected by the International Center for Leadership in Education shows that “students understand and retain knowledge best when they have applied it in a practical, relevant setting” (Daggett, 2005, p. 2). A skilled 21st century educator helps students master learning targets and standards using purposefully crafted lessons and teaches with appropriate instructional strategies incorporated. The students understand why they are learning particular skills and content and are engaged in learning opportunities that allow them to use their inquiry skills, creativity, and critical thinking to solve problems.

According to Brown, Collins, and Duguid (1989), instruction connected to individual contexts has been found to have a significant impact on learning. Research conducted by Sanbonmatsu, Shavitt, and Sherman (1991) and Petty and Cacioppo (1984) also contends that student learning is directly influenced by how well it is connected to a context. Much of this research began with the analysis of how people learn when they find the ideas significant to their own world. It begins to show the importance of connecting content and instruction to the world of the students. Weaver and Cottrell (1988) point out that how content is presented can affect how students retain it. They state instruction that connects the content to the students' lives and experiences helps students to internalize meaning. Sass (1989) and Keller (1987) suggest



that if teachers can make the content familiar to the students and link it to what they are familiar with, students' learning will increase. Shulman and Luechauer (1993) contend that these connections must be done by engaging students with rigorous content in interactive learning environments.

#### *Higher-Order Thinking*

Higher-order thinking, according to Newmann (1990), “challenges the student to interpret, analyze, or manipulate information” (p. 45). This definition suggests that instruction must be designed to engage students through multiple levels in order for them to gain a better understanding of the content. An analysis of the research by Lewis and Smith (1993) led to their definition of *higher-order thinking*: “when a person takes new information and information stored in memory and interrelates and/or rearranges and extends this information to achieve a purpose or find possible answers in perplexing situations” (p. 44). This definition emphasizes the level of complexity necessary to help students reach a deeper and higher level of understanding of the content. Shulman (1987) points out teachers will need an in-depth knowledge of their content to be able to fit these types of strategies to their instruction.

#### *Real-World Application*

VanOers and Wardekker (1999) indicate that connecting instruction to real-world applications gives meaning to learning, makes it practical, and can help to develop connections with the greater community. Incorporating real-world examples becomes more authentic to students because they will be able to connect the learning to the bigger picture rather than just the classroom. Newmann and Wehlage (1993) describe the three criteria developed by Archbald and Newmann (1988) for this type of authentic learning: “Students construct meaning and produce knowledge, students use disciplined inquiry to construct meaning, and students aim their work toward production of discourse, products, and performances that have value or meaning beyond success in school” (p. 8). These criteria, when reflected upon by teachers, can be a useful tool to ensure that instruction is authentic and engaging for all students.

#### *Authentic Learning*

Authentic learning builds on the concept of “learning by doing” to increase a student’s engagement. To succeed, this method needs to have meaning or value to the student, embody in-depth learning in the

subject and allow the student to use what he or she learned to produce something new and innovative (Lemke & Coughlin, 2009). For example, in project-based learning, students collaborate to create their own projects that demonstrate their knowledge (Bell, 2010). Students start by developing a question that will guide their work. The teacher acts as the supervisor. The goal is greater understanding of the topic, deeper learning, higher-level reading, and increased motivation (Bell, 2010). Research has shown that students who engage in project-based learning outscore their traditionally educated peers in standardized testing (Bell, 2010).

Constructivist learning is also a way to bring authenticity to the classroom. Richard Mayer (2004) defines constructivist learning as an “active process in which learners are active sense makers who seek to build coherent and organized knowledge.” Students co-construct their learning, with the teacher serving as a guide or facilitator (oftentimes using technology as a facilitating tool). The teacher doesn’t function in a purely didactic manner. Neo and Neo (2009) state that constructivism helps students develop problem-solving skills, critical thinking and creative skills and apply them in meaningful ways. Inquiry-based instruction, a type of constructivist learning, has students identify real world problems and then pose and find answers to their own questions. A study by Minner, Levy and Century (2010) has shown this method can improve student performance. They found inquiry-based instruction has a larger impact (approximately 25-30% higher) on a student’s initial understanding and retention of content than any other variable.

Another form of authentic learning involves video simulated learning or gaming. Research has shown that video games can provide a rich learning context by fostering creative thinking. The games can show players how to manage complex problems and how their decisions can affect the outcome (Sharritt, 2008). This form of learning also can engage students in collaboration and interaction with peers.

#### *Multimodal Instruction*

Multimodal teaching leverages various presentation formats—such as printed material, videos, PowerPoints, and computers—to appeal to different learning styles (Birch, 2009; Moreno & Mayer, 2007). It accommodates a more diverse curriculum and can provide a more engaging and interactive learning environment (Birch, 2009). According to research, an effective way of learning is by utilizing different modalities within the classroom, which can help students understand difficult concepts—therefore improving how they learn (Moreno & Mayer, 2007).



An example of multimodal learning that incorporates technology is digital storytelling. Digital storytelling is the practice of telling stories by using technology tools (e.g., digital cameras, authoring tools, computers) to create multimedia stories (Sadik, 2008). Researchers have found that using this form of learning facilitates student engagement, deep learning, project-based learning, and effective integration of technology into instruction (Sadik, 2008).

### Probing Questions

- Research emphasizes the need for higher-order thinking embedded in instructional practice. How might you learn to incorporate higher-order thinking strategies into your practice?
- The research also suggests the need to connect learning experiences to the real world of the students. How can you use real-world examples in your practice to better engage students in their learning?

### Resources

The Rigor/Relevance Framework created by Daggett (2005) is a useful tool to create units, lessons, and assessments that ask students to engage with content at a higher, deeper level. The model and examples are available on the following website: <http://www.leadered.com/rrr.html>.

Newmann's Authentic Intellectual Work Framework (Newmann, Secada & Wehlage, 1995) gives teachers the tools to analyze instructional practices and student work in regard to indicators of rigor. The research and tools are available at the Center for Authentic Intellectual Work website: <http://centerforaiw.com/>.

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### Guiding Principle 3: Purposeful assessment drives instruction and affects learning.

*Assessment is an integral part of teaching and learning. Purposeful assessment practices help teachers and students understand where they have been, where they are, and where they might go next. No one assessment can provide sufficient information to plan teaching and learning. Using different types of assessments as part of instruction results in useful information about student understanding and progress. Educators should use this information to guide their own practice and in partnership with students and their families to reflect on learning and set future goals.*

#### Research Summary

Assessment informs teachers, administrators, parents, and other stakeholders about student achievement. It provides valuable information for designing instruction; acts as an evaluation for students, classrooms, and schools; and informs policy decisions. Instruments of assessment can provide formative or summative data, and they can use traditional or authentic designs. Research on assessment emphasizes that the difference between formative and summative assessment has to do with how the data from the assessment is used.

Dunn and Mulvenon (2009) define summative assessment as assessment “data for the purposes of assessing academic progress at the end of a specified time period (i.e., a unit of material or an entire school year) and for the purposes of establishing a student’s academic standing relative to some established criterion” (p. 3).

The Council of Chief State School Officers (CCSSO) (2008) define formative assessment as a process “used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes” (p. 3).

Wisconsin’s approach to balanced assessment [www.dpi.wi.gov/oea/balanced](http://www.dpi.wi.gov/oea/balanced) emphasizes the importance of identifying the purposes for administering an assessment. Identifying the purpose or data needed establishes whether a particular assessment is being used formatively

or summatively. There can be multiple purposes for giving a particular assessment, but identifying how the data will be used helps to ensure that the assessment is collecting the data that is needed for educators, students and their families.

Assessments, whether formative or summative, can be designed as traditional or authentic tools. Traditional assessment uses tools such as paper and pencil tests, while authentic assessment focuses on evaluating student learning in a more “real life” situation. The bulk of the research on assessment design focuses on authentic assessment.

#### Formative Assessment

Using formative assessment as a regular part of instruction has been shown to improve student learning from early childhood to university education. It has been shown to increase learning for both low-performing and high-performing students. Black and William’s (1998) seminal study found that the use of formative assessment produces significant learning gains for low-achieving students. Other researchers have shown similar results for students with special learning needs (McCurdy & Shapiro, 1992; Fuchs & Fuchs, 1986). Research also supports the use of formative assessment in kindergarten classes (Bergan, Sladeczek, Schwarz, & Smith, 1991), and university students (Martinez & Martinez, 1992).

Formative assessment provides students with information on the gaps that exist between their current knowledge and the stated learning goals (Ramaprasad, 1983). By providing feedback on specific errors it helps students understand that their low performance can be improved and is not a result of lack of ability (Vispoel & Austin, 1995). Studies emphasize that formative assessment is most effective when teachers use it to provide specific and timely feedback on errors and suggestions for improvement (Wininger, 2005), when students understand the learning objectives and assessment criteria, and when students have the opportunity to reflect on their work (Ross, 2006; Ruiz-Primo & Furtak, 2006). Recent research supports the use of web-based formative assessment for improving student achievement (Wang, 2007).



A number of studies emphasize the importance of teacher professional development on formative assessment in order to gain maximum student achievement benefits (Atkins, Black & Coffey, 2001; Black & William, 1998). A 2009 article in *Educational Measurement* asserts that teachers are better at analyzing formative assessment data than at using it to design instruction. Research calls for more professional development on assessment for teachers (Heritage, Kim, Vendlinski, & Herman, 2009).

#### *Authentic Assessment*

Generating rich assessment data can be accomplished through the use of an authentic assessment design as well as through traditional tests. Authentic assessments require students to “use prior knowledge, recent learning, and relevant skills to solve realistic, complex problems” (DiMartino & Castaneda, 2007, p. 39). Research on authentic assessment often explores one particular form, such as portfolios (Berryman & Russell, 2001; Tierney et al., 1998); however, several studies examined more than one form of authentic assessment: portfolios, project-based assessment, use of rubrics, teacher observation, and student demonstration (Darling-Hammond, Rustique-Forrester, & Pecheone, 2005; Herman, 1997; Wiggins, 1990). Authentic assessment tools can be used to collect both formative and summative data. These data can provide a more complete picture of student learning.

#### *Balanced Assessment*

Wisconsin’s Next Generation Assessment Task Force (2009) defines the purpose and characteristics of a balanced assessment system:

**Purpose:** to provide students, educators, parents, and the public with a range of information about academic achievement and to determine the best practices and policies that will result in improvements to student learning.

**Characteristics:** includes a continuum of strategies and tools that are designed specifically to meet discrete needs—daily classroom instruction, periodic checkpoints during the year, and annual snapshots of achievement. (p. 6)

A balanced assessment system is an important component of quality teaching and learning. Stiggins (2007) points out that a variety of quality assessments must be available to teachers in order to form a clearer picture of student achievement of the standards. Popham (2008) believes that when an assessment is of high quality, it can accurately

detect changes in student achievement and can contribute to continuous improvement of the educational system.

#### **Probing Questions**

- How might you use questioning and discussion in your classroom in a way that gives you formative assessment information on all students?
- How can you use assignments and tests as effective formative assessment?
- How could you design and implement a balanced assessment system that includes pre- and post assessments for learning?

#### **Resources**

Rick Stiggins, founder and director of the Assessment Training Institute, provides resources on the practice of assessment at <http://www.assessmentinst.com/author/rick-stiggins/>.

Margaret Heritage’s books *Formative Assessment for Literacy and Academic Language* (2008, coauthored with Alison Bailey) and *Formative Assessment: Making It Happen in the Classroom* (2010) provide resources and practices. These books are available through bookstores.

ASCD has publications on assessment at <http://www.ascd.org/SearchResults.aspx?s=assessment&c=1&n=10&p=0>.

The National Middle Schools Association provides assessment information through a search for “assessment” at <http://www.nmsa.org/>.

Boston (2002) recommends the following resources for assessment:

- *A Practical Guide to Alternative Assessment*, by J. R. Herman, P. L. Aschbacher, and L. Winters. Available at a variety of booksellers.
- *Improving Classroom Assessment: A Toolkit for Professional Developers*  
<http://educationnorthwest.org/resource/700>
- *Classroom Assessment and the National Science Education Standards*  
<http://www.nap.edu/catalog/9847.html>



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## Guiding Principle 4: Learning is a collaborative responsibility.

*Teaching and learning are both collaborative processes. Collaboration benefits teaching and learning when it occurs on several levels: when students, teachers, family members, and the community collectively prioritize education and engage in activities that support local schools, educators, and students; when educators collaborate with their colleagues to support innovative classroom practices and set high expectations for themselves and their students; and when students are given opportunities to work together toward academic goals in ways that enhance learning.*

### Research Summary

Collaborative learning is an approach to teaching and learning that requires learners to work together to deliberate, discuss, and create meaning. Smith and MacGregor (1992) define the term as follows:

“Collaborative learning” is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. Collaborative learning activities vary widely, but most center on students’ exploration or application of the course material, not simply the teacher’s presentation or explication of it. (p. 1)

Collaborative learning has been practiced and studied since the early 1900s. The principles are based on the theories of John Dewey (2009), Lev Vygotsky (1980), and Benjamin Bloom (1956). Their collective work focusing on how students learn has led educators to develop more student-focused learning environments that put students at the center of instruction. Vygotsky specifically stated that learning is a social act and must not be done in isolation. This principle is the foundation of collaborative learning.

The research of Vygotsky (1980) and Jerome Bruner (1985) indicates that collaborative learning environments are one of the necessities for learning. Slavin’s (1989) research also suggests that students and teachers learn more, are more engaged, and feel like they get more out of their classes when working in a collaborative environment. Totten,

Sills, Digby, and Russ (1991) found that those involved in collaborative learning understand content at deeper levels and have higher rates of achievement and retention than learners who work alone. They suggest that collaborative learning gives students opportunities to internalize their learning.

A meta-analysis from the Cooperative Learning Center at the University of Minnesota concluded that having students work collaboratively has significantly more impact on learning than having students work alone (Johnson, Maruyama, Johnson, Nelson, & Skon, 1981). An analysis of 122 studies on cooperative learning revealed:

- More students learn more material when they work together—talking through the material with each other and making sure that all group members understand—than when students compete with one another or work alone individualistically.
- More students are motivated to learn the material when they work together than when students compete or work alone individualistically (and the motivation tends to be more intrinsic).
- Students have more positive attitudes when they work together than when they compete or work alone individualistically.
- Students are more positive about the subject being studied, the teacher, and themselves as learners in that class and are more accepting of each other (male or female, handicapped or not, bright or struggling, or from different ethnic backgrounds) when they work together.

Collaboration can be between teachers, between students, and between teacher and student.

### *Teacher-Teacher Collaboration*

It is critical for teachers to have the time to collaborate. Professional learning communities, which provide teachers with established time to collaborate with other teachers, have become a more common practice in recent years. Louis and Kruse (1995) conducted a case study



analysis that highlighted some of the positive outcomes associated with professional learning communities, including a reduction in teacher isolation, increases in teacher commitment and sense of shared responsibility, and a better understanding of effective instructional practices. Professional learning communities encourage collaborative problem solving and allow teachers to gain new strategies and skills to improve and energize their teaching and classrooms.

Another example of teacher-to-teacher collaboration is lesson study. This professional development process began in Japan. Lesson study is a collaborative approach to designing and studying classroom lessons and practice. The most critical components of lesson study are observation of the lesson, collection of data about teaching and learning, and a collaborative analysis of the data to further impact instruction (Lewis, 2002; Lewis & Tsuchida, 1998; Wang-Iverson & Yoshida, 2005). Some of these characteristics are similar to other forms of professional development—analyzing student work, cognitive coaching, and action research, to name a few—but the fact that it focuses on teachers observing a live lesson that was collaboratively developed is different than any other form of professional development. Lesson study is a way for teachers to work together, collect data, and analyze data to reflect on teaching and learning (Lewis, 2002).

#### *Student-Student Collaboration*

Collaborative learning not only allows students to engage deeply with content but also helps students build the interpersonal skills needed to be successful in college and careers. Johnson, Johnson, and Holubec (1993) state that collaborative learning provides students with the opportunity to develop social skills. They found that many of the outcomes expected as part of a collaborative learning activity corresponded with goals for student content understanding and skill attainment. The strategies associated with collaborative learning—such as role assignments, collaborative problem solving, and task and group processing—all build the social skills that students need to be successful when working with others. Additionally, these skills are important in preparing students for the world of work, where collaborative writing and problem-solving are key elements of many careers.

There is a plethora of instructional and learning strategies that encourage student collaboration, including peer teaching, peer learning, reciprocal learning, team learning, study circles, study groups, and work groups, to name just a few (Johnson & Johnson, 1986). Collaborative

inquiry, which combines many of the elements of student collaboration just mentioned, is a research-based strategy in which learners work together through various phases “of planning, reflection, and action as they explore an issue or question of importance to the group” (Goodnough, 2005 88). Collaborative inquiry brings together many perspectives to solve a problem, engaging students in relevant learning around an authentic question. It allows students to work together toward a common purpose to explore, make meaning, and understand the world around them (Lee & Smagorinsky, 2000).

#### *Teacher-Student Collaboration*

The purpose for collaboration in an educational setting is to learn and unpack content together to develop a shared understanding. Harding-Smith (1993) points out that collaborative learning approaches are based on the idea that learning must be a social act. It is through interaction that learning occurs. Johnson and Johnson (1986) similarly emphasize that when students and teachers talk and listen to each other, they gain a deeper understanding of the content and can develop the skills necessary to negotiate meaning throughout their lives.

Collaboration requires a shift from teacher-led instruction to instruction and learning that is designed by both teachers and students. Collaboration between student and teacher plays a critical role in helping students reflect and engage in their own learning experiences. The constructivist learning movement is one current example of efforts to increase the amount of collaboration between student and teacher occurring in the classroom. Mayer (2004) defines constructivist learning as an “active process in which learners are active sense makers who seek to build coherent and organized knowledge” (p. 14). Students co-construct their learning, with the teacher serving as a guide or facilitator. The teacher does not function in a purely didactic (i.e., lecturing) role. Neo and Neo (2009) found that constructivism helps students develop problem-solving skills, critical thinking, and creative skills and apply them in meaningful ways.

#### **Probing Questions**

- How can you use collaborative learning processes to engage students in their learning?
- How might you create space for teacher-teacher collaboration within your context?



## Resources

All Things PLC website provides a number of resources on professional learning communities. Links to these resources can be found at <http://www.allthingsplc.info/>.

The Wisconsin Center for Education Research hosts a website with many resources for collaborative and small group learning. It can be found at <http://www.wcer.wisc.edu/archive/cl1/cl1..>

The Texas Collaborative for Teaching Excellence has created a professional development module about collaborative learning, which provides readings, research, and resources. It can be found at [http://www.texascollaborative.org/Collaborative\\_Learning\\_Module.htm](http://www.texascollaborative.org/Collaborative_Learning_Module.htm).

A review of research on professional learning communities, presented at the National School Reform Faculty research forum in 2006, contains findings that outline what is known about professional learning communities and how they should be structured. This paper is available at [http://www.nsrffharmony.org/research.vescio\\_ross\\_adams.pdf](http://www.nsrffharmony.org/research.vescio_ross_adams.pdf).

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## Guiding Principle 5: Students bring strengths and experiences to learning.

*Every student learns. Although no two students come to school with the same culture, learning strengths, background knowledge, or experiences, and no two students learn in exactly the same way, every student's unique personal history enriches classrooms, schools, and the community. This diversity is our greatest education asset.*

### Research Summary

The authors of the groundbreaking work *How People Learn: Brain, Mind, Experience, and School* (Bransford, Brown, & Cocking, 2000) found that students' preconceptions may clash with new concepts and information they learn in school. If those preconceptions are not addressed, students may fail to grasp what is being taught or may learn only to pass a test. In other words, a student might enter kindergarten believing the world is flat because he or she has seen a flat map. Despite the presentation of geographic names and principles, the student still maintains the fundamental preconception about the shape of the world. Developing competence—or in this case, a knowledge of the shape of the world—requires that students have a deep foundation of factual knowledge, a context or conceptual framework to place it in, and the opportunity to explore how it connects to the real world. Ultimately, a metacognitive approach—one that pushes students to think about their own thought processes—can help them take control of their own learning.

As educational research on how people learn advances, so does our approach to teaching and learning. Strategies to advance teaching and learning are constantly evolving into new and innovative ways to reach learners. When a teacher uses students' interests, curiosity, and areas of confidence as starting points in planning instruction, learning is more productive. Teachers who are cognizant of these issues—and reflect on how to use them as strengths upon which they can build—ensure that all students have access to the content. Areas to consider are student strengths, gender, background knowledge, and connections to the home environment.

### Building on Student Strengths

Teaching to students' strengths can improve student engagement (Sternberg, 2000, Sternberg & Grigorenko, 2000). Many students have strengths that are unrecognized and neglected in traditional schooling. Students in underrepresented minority groups have culturally relevant knowledge that teachers can use to promote learning. Sternberg et al. (2000) found that conventional instruction in school systematically discriminates against students with creative and practical strengths and tends to favor students with strong memory and analytical abilities. This research, combined with Sternberg's earlier (1988) research showing that teaching for diverse styles of learning produces superior results, suggests that capitalizing on the various strengths that all students bring to the classroom can positively affect students' learning. When students are taught in a way that fits *how* they think, they do better in school (Sternberg, 2000; Sternberg & Grigorenko, 2000). Sternberg and O'Hara (2000) found that when students were taught in a way that incorporated analytical thinking, creative thinking (creating, imagining, and inventing) and practical thinking (applying, implementing, and putting into practice)—students achieved at higher levels than when taught using conventional instructional methods.

### Gender Considerations

Changing instruction might help alleviate the gender gap in literacy achievement. Research conducted by Sax (2005) reveals that boys fall behind girls in reading and writing early on and never catch up. Sax (2007) found that this dynamic plays a role in higher high school dropout rates for males, particularly black males. The college graduation rate for females approaches twice that of males in Hispanic and black populations. Many classrooms are a better fit for the verbal-emotive, sit-still, take-notes, listen-carefully, multitasking girl (Sax, 2005). The characteristics that boys bring to learning—impulsivity, single-task focus, spatial-kinesthetic learning, and physical aggression—often are viewed as problems.



Researchers such as Blum (1997) have identified more than 100 structural differences between the male and female brains. Altering strategies to accommodate more typically male assets—for example, the use of multimodal teaching (discussed on pages 10-11 of this report); the use of various display formats, such as printed material, videos, presentations, and computers; and an interactive learning environment to appeal to different learning styles—can help bridge the gap between what students are thinking and what they are able to put down on paper. Sadik's (2008) research suggests that using multimodal instructional strategies like digital storytelling—allowing students to incorporate digital cameras, creative and editing tools, computers, and other technology to design multimedia presentations—deepens students' learning.

#### *Background Knowledge*

Bransford et al. (2000) note in *How People Learn*, learning depends on how prior knowledge is incorporated into building new knowledge, and thus teachers must take into account students' prior knowledge. Jensen's (2008) research on the brain and learning demonstrates that expertise cannot be developed merely through exposure to information. Students must connect the information to their prior knowledge to internalize and deepen their understanding. Teachers can connect academic learning with real-life experiences. Service learning, project-based learning, school-based enterprises, and student leadership courses are some examples of how schools are trying to make the curriculum relevant. The key to making the curriculum relevant is asking the students to help connect the academics to their lives; this approach gets students actively engaged in their learning, which builds a stronger connection and commitment to school. Bell (2010) suggests that strategies such as project-based approaches to learning can help ensure that content and skills are taught together and connected to prior knowledge, which helps students understand how to develop and apply new skills in various contexts.

#### *Connections to the Home Environment*

Cochran-Smith (2004) emphasizes family histories, traditions, and stories as an important part of education. Often, children enter school and find themselves in a place that does not recognize or value the knowledge or experience they bring from their homes or communities. This situation can create a feeling of disconnect for students—a dissonance

obliging them to live in and navigate between two different worlds, each preventing them from full participation or success in the other. Districts and schools can alleviate this dissonance by valuing and taking advantage of the unique experiences that each student brings to the classroom. Emphasizing connections to parents and community, recognizing and utilizing student strengths and experiences, and incorporating varied opportunities within the curriculum can help alleviate this dissonance.

Ferguson (2001) points out that it is particularly important to establish connections that not only bring the parents into the school environment but also encourage school understanding and participation within the community. Social distinctions often grow out of differences in attitudes, values, behaviors, and family and community practices (Ferguson, 2001). Students need to feel their unique knowledge and experience is valued by the school, and parents and community members need to feel they are respected and welcome within the school.

Although much attention has been paid to No Child Left Behind (NCLB) requirements for annual achievement tests and high-quality teachers, the law also includes important requirements for schools, districts, and states to organize programs of parental involvement and to communicate with parents and the public about student achievement and the quality of schools. Epstein (2005) offers perspectives on the NCLB requirements for family involvement; provides a few examples from the field; suggests modifications that are needed in the law; and encourages sociologists of education to take new directions in research on school, family, and community partnerships.

#### **Probing Questions**

- What are some ways that you currently use students' background knowledge to inform instruction?
- Does your experience teaching boys to read and write concur with the research? What ideas do you have to address the achievement gaps related to gender?
- What are ways you can uncover, acknowledge, and use students' backgrounds and strengths to enhance learning?
- What are some strategies for valuing and taking advantage of the unique experiences that each student brings to the classroom?





## Resources

A good resource still valid today is *Making Assessment Work for Everyone: How to Build on Student Strengths*. See the SEDL website to download this resource: <http://www.sedl.org/pubs/tl05/>.

A short, easy-to-digest article from Carnegie Mellon University is titled *Theory and Research-Based Principles of Learning*. The article and full bibliography are at <http://www.cmu.edu/teaching/principles/learning.html>.

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## Guiding Principle 6: Responsive environments engage learners.

*Meaningful learning happens in environments where creativity, awareness, inquiry, and critical thinking are part of instruction. Responsive learning environments adapt to the individual needs of each student and encourage learning by promoting collaboration rather than isolation of learners. Learning environments, whether classrooms, schools, or other systems, should be structured to promote engaged teaching and learning.*

### Research Summary

To be effective for all students, classroom learning environments must be responsive to a broad range of needs among a diverse student population. These diverse needs include cultural and linguistic differences as well as developmental levels, academic readiness, and learning styles. A responsive learning environment engages all students by providing a respectful climate where instruction and curriculum are designed to respond to the backgrounds and needs of every student.

### *Culturally Responsive Teaching*

Research on culturally responsive teaching emphasizes the importance of teachers' understanding the cultural characteristics and contributions of various ethnic groups (Smith, 1998) and showing respect toward these students and their culture (Ladson-Billings, 1995; Pewewardy & Cahape, 2003). Culturally responsive teaching is defined by Gay (2002) as "using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively" (p. 106).

Research on culturally responsive teaching has found that students both are more engaged in learning and learn more effectively when the knowledge and skills taught are presented within a context of their experience and cultural frames of references (Au & Kawakami, 1994; Gay, 2000; Ladson-Billings, 1995). Areas considered part of creating a culturally responsive learning environments are (1) understanding the cultural lifestyles of their students, such as which ethnic groups give priority to communal living and problem solving; (2) knowing differences in the modes of interaction between children and adults in different ethnic

groups; and (3) becoming aware of cultural implications of gender role socialization among different groups (Banks & Banks, 2001). To provide a culturally responsive learning environment teachers need to:

- Communicate high expectations for all students (Gay, 2000; Hollins & Oliver, 1999; Ladson-Billings, 1994, Nieto, 1999).
- Use active teaching methods and act as learning facilitators (Banks & Banks, 2001; Gay, 2000).
- Maintain positive perspectives on families of diverse students (Delgado-Gaitin & Trueba, 1991).
- Gain knowledge of cultures of the students in their classrooms (Banks & Banks, 2001; Nieto, 1999).
- Reshape the curriculum to include culturally diverse topics (Banks & Banks, 2001; Gay, 2000; Hilliard, 1991).
- Use culturally sensitive instruction that includes student-controlled discussion and small-group work (Banks & Banks, 2001; Nieto, 1999).

Further research asserts that culturally responsive teachers help students understand that knowledge is not absolute and neutral but has moral and political elements. This knowledge can help students from diverse groups view learning as empowering (Ladson-Billings, 1995; Tharp & Gallimore, 1988).

Strategies for designing curriculum and instruction for culturally diverse students are similar to the strategies for differentiating curriculum and instruction. In fact, Mulroy and Eddinger (2003) point out that the research on differentiation emerged, in part, because of the demand on schools to serve an increasingly diverse student population. Heacox (2002) asserts that classrooms are diverse in cognitive abilities, learning styles, socioeconomic factors, readiness, learning pace, and gender and cultural influences.



### *Differentiation*

Research on differentiation includes meeting the learning needs of all students through modifying instruction and curriculum to consider developmental level, academic readiness, and socioeconomic backgrounds, as well as cultural and linguistic differences. Tomlinson (2005) defines differentiated instruction as a philosophy of teaching based on the premise that students learn best when their teachers accommodate the difference in their readiness levels, interests, and learning profiles. In a differentiated learning environment, each student is valued for his or her unique strengths while being offered opportunities to learn and demonstrate learning through a variety of strategies (Mulroy & Eddinger, 2003). Hall (2002) states, “To differentiate instruction is to recognize students’ varying backgrounds, readiness, language, learning preferences, and interests and to react responsively” (p. 1).

According to Tomlinson (2005), who has written extensively on differentiation, three elements guide differentiated instruction: content, process, and product. *Content* means that all students are given access to the same content but are allowed to master it in different ways. *Process* refers to the ways in which the content is taught. *Product* refers to how students demonstrate understanding. Corley (2005) provides three questions that drive differentiation: (1) What do you want the student to know? (2) How can each student best learn this? and (3) How can each student most effectively demonstrate learning? Maker (1986) offers a framework through which differentiation can occur in the classroom:

- Create an encouraging and engaging learning environment through student-centered activities, encouraging independent learning, accepting student contributions, using a rich variety of resources, and providing mobility and flexibility in grouping.
- Modify the content according to abstractness and complexity. Provide a variety of content and particularly content focused on people.
- Modify the learning process through use of inquiry, higher-order thinking activities, group interactions, variable pacing, creativity and student risk-taking, and freedom of choice in learning activities.
- Modify the product through facilitating different ways for students to demonstrate learning, such as the use of authentic assessments.

In addition, researchers have found that the use of flexible grouping and tiered instruction for differentiation increases student achievement (Corley, 2005; Tomlinson & Eidson, 2003). Heacox (2002) describes differentiation as follows:

The focus is not on the adjustment of the students, but rather the adjustment of teaching and instructional strategies making it about learning, not teaching. The teacher is the facilitator who... puts students at the center of teaching and learning and lets his or her students’ learning needs direct instructional planning (p. 1).

Several studies conducted in elementary and middle school classroom have found that student achievement is increased in differentiated classrooms (Connor, Morrison, & Katch 2004; McAdamis, 2001). Tomlinson and Eidson (2003) emphasize the need to include the components of student readiness, student interest, and student learning profile in differentiating instruction. Students’ interests and learning profiles are often tied to their learning styles.

### *Learning Styles*

The body of research on learning styles has coalesced around the work of Howard Gardner, who introduced the theory of multiple intelligences in 1983. Gardner’s work suggests that the concept of a pure intelligence that can be measured by a single I.Q. score is flawed, and he has identified nine intelligences that people possess to various degrees. His theory asserts that a person’s type of intelligence determines how he or she learns best (Gardner, 1999).

*Learning style* refers to how a student learns, and the concept takes into account cultural background and social and economic factors as well as multiple intelligences. Beishuizen and Stoutjesdijk (1999) define *learning style* as a consistent mode of acquiring knowledge through study, or experience. Research has shown that the quality of learning at all levels of education (primary, secondary, and higher education) is enhanced when instruction and curriculum take into account individual learning styles (Dunn, Griggs, Olsen, Beasley & Gorman, 1995). Another study found that student learning improved when the learning environment was modified to allow students to construct personally relevant knowledge and to engage in the materials at different levels and from different points of view (Dearing, 1997).



A responsive classroom environment considers the individual learning needs of all students. These learning needs include a variety of factors that influence how students learn: culture, language, developmental level, readiness, social and economic background, and learning style.

### *Creativity*

Creativity is an essential component for creating an engaging and accessible classroom environment. The Wisconsin Task Force on Arts and Creativity in Education (2009) defines *creativity* as a process that combines “imagination, creativity, and innovation to produce something novel that has value” (p. 14). Sir Ken Robinson (2011) and Daniel Pink (2006) both support the need for schools to focus on creating classroom that foster this type of creativity in students. According to Robinson (2011), classrooms that foster creativity and allow students to question assumptions, look at content through various lenses, and create new understandings can help students be more successful in postsecondary education and the workplace.

### **Probing Questions**

- Describe two or three ways you might differentiate the instruction in your classroom. How might you share this with a new teacher?
- How might you implement a simple strategy for assessing your students’ learning styles?

### **Resources**

ASCD offers a number of resources on differentiated instruction, including work by Carol Ann Tomlinson, at <http://www.ascd.org>.

For resources on culturally responsive teaching, the Center for Culturally Responsive Teaching and Learning can be accessed at <http://www.culturallyresponsive.org/>.

The website of the National Center for Culturally Responsive Education Systems (NCCREST) can be accessed at <http://www.nccrest.org>.

For learning styles and resources on multiple intelligences, Thomas Armstrong hosts a website with information on Gardner’s Theory of

Multiple Intelligences and related teaching resources at [http://www.thomasarmstrong.com/multiple\\_intelligences.php](http://www.thomasarmstrong.com/multiple_intelligences.php).

Creativity: Its Place in Education is a report that offers suggestions for creative classrooms and teaching. This report can be found at [http://www.jpbc.com/creative/Creativity\\_in\\_Education.pdf](http://www.jpbc.com/creative/Creativity_in_Education.pdf).

The report of the Wisconsin Task Force on Arts and Creativity in Education offers recommendations for policy and practice. This report can be found at [ftp://doafpt04.doa.state.wi.us/doadocs/taskforce\\_report\\_final2009.pdf](ftp://doafpt04.doa.state.wi.us/doadocs/taskforce_report_final2009.pdf).

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