



**DYNAMIC**  
LEARNING MAPS

# 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.

## **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>
<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.

## **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:

Jan Sheinker, Sheinker Educational Services, Inc.  
Beth Judy, Director, Assessment, Alignment, and Accountability Services  
Nathan Davis, Information Technology Specialist  
Kristen Deitrick, Corporate Communications Specialist  
Linda Jones, Executive Assistant

Representatives from Dynamic Learning Maps consortium states included:

#### **IOWA**

**SEA Representatives:** Tom Deeter, Emily Thatcher

**Stakeholders:** Peggy Akins, Judy Hamer, Kathleen Kvamme-Promes, Donna Shaw

#### **KANSAS**

**SEA Representatives:** Debbie Matthews, Kris Shaw

**Stakeholders:** Debby Byrne, Holly Draper, Dawn Gresham, Linda Hickey

#### **MICHIGAN**

**SEA Representatives:** Joanne Wilkelman, Adam Wyse

**Stakeholders:** Debra Susan Asano, Thomai Gersh, Marcia O'Brian, Terri Portice

#### **MISSOURI**

**SEA Representatives:** Lynn Everett, Jane VanDeZande

**Stakeholders:** Melia Franklin, Lou Ann Hoover, Debbie Jameson, Kate Sadler

#### **NEW JERSEY**

**SEA Representatives:** Melanie O'Dea

**Stakeholders:** Brenda Berrios, Neal Webster, Tina Yurcho

#### **NORTH CAROLINA**

**SEA Representatives:** Claire Greer, Sarah Reives

**Stakeholders:** Emma Hatfield-Sidden, Judy Jennings, Jennifer Michalenok,

#### **OKLAHOMA**

**SEA Representatives:** Jennifer Burnes, Amy Dougherty

**Stakeholders:** Pam Cox, Dianna Daubenspeck, Sondra LeGrande, Christie Stephenson

#### **UTAH**

**SEA Representatives:** Wendy Carver, Kurt Farnsworth

**Stakeholders:** James Bray, Janice Hill, Linda Stallviere, Ryan Webb

#### **VIRGINIA**

**SEA Representative:** John Eisenberg

**Stakeholders:** Maria Beck, Daniel Blegun, Al Klugh, Cheryl Ann Prevatte

#### **WASHINGTON**

**SEA Representatives:** Judy Kraft, Janice Tornow

**Stakeholders:** Annalisa Brewster, Kim Cook, Jeffrey Dunn, Kimberly Perisho

#### **WEST VIRGINIA**

**SEA Representatives:** Beth Cipoletti, Melissa Gholson

**Stakeholders:** Robert Bartlett, Gerald Hartley, Angel Harris, Angela See

#### **WISCONSIN**

**SEA Representatives:** Emilie Amundson, Kristen Burton

**Stakeholders:** Lori Hillyer, Tamara Maxwell, Connie Persike, Sara Vold

## 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>	
<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>

### Phonics and Word Recognition

- RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Know the spelling-sound correspondences for common consonant digraphs.
  - b. Decode regularly spelled one-syllable words.
  - c. Know final -e and common vowel team conventions for representing long vowel sounds.
  - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
  - f. Read words with inflectional endings.
  - g. Recognize and read grade-appropriate irregularly spelled words.

- EE.RF.1.3** Demonstrate emerging letter and word identification skills.
- a. Identify upper case letters of the alphabet.
  - b. With guidance and support, recognize familiar words that are used in every day routines.
  - c. Not applicable
  - d. Not applicable
  - e. Not applicable
  - f. Not applicable
  - g. Not applicable

### Fluency

- RF.1.4** Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.
  - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- EE.RF.1.4** Begin to attend to words in print.
- a. Engage in sustained, independent study of books.
  - b. Participate in shared reading of a variety of reading materials reflecting a variety of text genre.
  - c. Not applicable

## 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 to strengthen writing as needed.	<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 instructions).	<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 answer a question.	<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.
<b>W.1.9</b> (Begins in grade 4)	<b>EE.W.1.9</b> (Begins in grade 4)
<b>Range of Writing</b>	
<b>W.1.10</b> (Begins in grade 3)	<b>EE.W.1.10</b> (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>

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>