



**DYNAMIC**  
LEARNING MAPS

# DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS

FOR

## English Language Arts

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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)  
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Perneet Sood  
Kristin Joannou  
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### **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  
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Representatives from Dynamic Learning Maps consortium states included:

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

#### **KANSAS**

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#### **MICHIGAN**

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## 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</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.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.

**Range of Reading and Level of Text Complexity**

**RL.2.10** 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.

**EE.RL.2.10** Actively engage in shared reading of stories and poetry for clearly stated purposes.

## 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, what, where, when, 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/factual 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.

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

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

## 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> <ol 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> </ol>	<p><b>EE.L.2.1</b> Demonstrate understanding of letter and word use.</p> <ol 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> </ol>
<p><b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol 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., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</li> <li>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ol>	<p><b>EE.L.2.2</b> Demonstrate emerging understanding of conventions of standard English.</p> <ol 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> </ol>

CCSS Grade-Level Standards	DLM Essential Elements
<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> <p>a. Compare formal and informal uses of English.</p>	<p><b>EE.L.2.3</b> Use language to achieve desired outcomes when communicating.</p> <p>a. Use symbolic language when communicating.</p>
<b>Vocabulary Acquisition and Use</b>	
<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> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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>).</p> <p>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>).</p> <p>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>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p><b>EE.L.2.4</b> Demonstrate knowledge of word meanings.</p> <p>a. Demonstrate knowledge of new vocabulary drawn from reading and content areas.</p> <p>b. Not applicable</p> <p>c. Not applicable</p> <p>d. Identify the words comprising compound words.</p> <p>e. Not applicable</p>
<p><b>L.2.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>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>).</p>	<p><b>EE.L.2.5</b> Demonstrate understanding of word relationships and use.</p> <p>a. Identify real-life connections between words and their use (e.g., <i>happy</i>: “<i>I am happy.</i>”).</p> <p>b. Demonstrate understanding of the meaning of common verbs.</p>

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>