



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

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

Third Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	DLM Essential Elements
Key Ideas and Details	
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	EE.RL.3.1 Answer who and what questions to demonstrate understanding of details in a text.
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	EE.RL.3.2 Associate details with events in stories from diverse cultures.
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	EE.RL.3.3 Identify the feelings of characters in a story.
Craft and Structure.	
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	EE.RL.3.4 Determine words and phrases that complete literal sentences in a text.
RL.3.5 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.	EE.RL.3.5 Determine the beginning, middle, and end of a familiar story with a logical order.
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	EE.RL.3.6 Identify personal point of view about a text.
Integration of Knowledge and Ideas	
RL.3.7 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).	EE.RL.3.7 Identify parts of illustrations or factual information that depict a particular setting, or event.
RL.3.8 (Not applicable to literature)	EE.RL.3.8 (Not applicable to literature)

CCSS Grade-Level Standards	DLM Essential Elements
<p>RL.3.9 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>EE.RL.3.9 Identify common elements in two stories in a series.</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>RL.3.10 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>EE.RL.3.10 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
Key Ideas and Details	
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	EE.RI.3.1 Answer who and what questions to demonstrate understanding of details in a text.
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	EE.RI.3.2 Identify details in a text.
RI.3.3 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.	EE.RI.3.3 Order two events from a text as “first” and “next.”
Craft and Structure	
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topics or subject area</i> .	EE.RI.3.4 Determine words and phrases that complete literal sentences in a text.
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	EE.RI.3.5 With guidance and support, use text features including headings and key words to locate information in a text.
RI.3.6 Distinguish their own point of view from that of the author of a text.	EE.RI.3.6 Identify personal point of view about a text.
Integration of Knowledge and Ideas	
RI.3.7 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).	EE.RI.3.7 Use information gained from visual elements and words in the text to answer explicit who and what questions.
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	EE.RI.3.8 Identify two related points the author makes in an informational text.
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	EE.RI.3.9 Identify similarities between two texts on the same topic.

CCSS Grade-Level Standards	DLM Essential Elements
Range of Reading and Level of Text Complexity	
<p>RI.3.10 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>EE.RI.3.10 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
Phonics and Word Recognition	
<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words. 	<p>EE.RF.3.3 Use letter-sound knowledge to read words.</p> <ul style="list-style-type: none"> a. In context, demonstrate basic knowledge of letter-sound correspondences. b. With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes). c. Not applicable d. Recognize 40 or more written words.
Fluency	
<p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry 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. 	<p>EE.RF.3.4 Read words in text.</p> <ul style="list-style-type: none"> a. Read familiar text comprised of known words. b. Not applicable c. Use context to determine missing words in familiar texts.

Third Grade English Language Arts Standards: Writing¹

CCSS Grade-Level Standards	DLM Essential Elements
Text Types and Purposes	
<p>a. W.3.1 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>EE.W.3.1 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>W.3.2 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>EE.W.3.2 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>

¹ Throughout, writing can include standard writing instruments, computers, or alternate writing tools.

CCSS Grade-Level Standards	DLM Essential Elements
<p>W.3.3 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"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. 	<p>EE.W.3.3 Write about events or personal experiences.</p> <ul style="list-style-type: none"> a. Select an event or personal experience and write about it including the names of people involved. b. Not applicable c. Not applicable d. Not applicable
Production and Distribution of Writing	
<p>W.3.4 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>EE.W.3.4 With guidance and support, produce writing that expresses more than one idea.</p>
<p>W.3.5 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>EE.W.3.5 With guidance and support from adults and peers, revise own writing.</p>
<p>W.3.6 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>EE.W.3.6 With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.</p>
Research to Build and Present Knowledge	
<p>W.3.7 Conduct short research projects that build knowledge about a topic.</p>	<p>EE.W.3.7 Identify information about a topic for a research project.</p>
<p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>EE.W.3.8 Sort information on a topic or personal experience into two provided categories and write about each one.</p>
<p>W.3.9 (Begins in grade 4)</p>	<p>EE.W.3.9 (Begins in grade 4)</p>

CCSS Grade-Level Standards	DLM Essential Elements
Range of Writing	
<p>W.3.10 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.</p>	<p>EE.W.3.10 Write routinely for a variety of tasks, purposes, and audiences.</p>

Third Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	DLM Essential Elements
Comprehension and Collaboration	
<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> 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. 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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. <p>Explain their own ideas and understanding in light of the discussion.</p>	<p>EE.SL.3.1 Engage in collaborative discussions.</p> <ul style="list-style-type: none"> a. Engage in collaborative interactions about texts. b. Listen to others' ideas before responding. c. Indicate confusion or lack of understanding about information presented. d. Express ideas clearly.
<p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>EE.SL.3.2 Identify details in a text read aloud or information presented orally or through other media.</p>
<p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>EE.SL.3.3 Ask or answer questions about the details provided by the speaker.</p>
Presentation of Knowledge and Ideas	
<p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>EE.SL.3.4 Recount a personal experience, story, or topic including details.</p>

CCSS Grade-Level Standards	DLM Essential Elements
<p>SL.3.5 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>EE.SL.3.5 Create a multimedia presentation of a story or poem.</p>
<p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>EE.SL.3.6 Combine words for effective communication to clarify thoughts, feelings, and ideas in various contexts.</p>

Third Grade English Language Arts Standards: Language

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

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

CCSS Grade-Level Standards	DLM Essential Elements
Vocabulary Acquisition and Use	
<p>L.3.4 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> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. 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>). 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>). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	<p>EE.L.3.4 Demonstrate knowledge of word meanings.</p> <ol style="list-style-type: none"> With guidance and support, use sentence level context to determine what word is missing from a sentence read aloud. With guidance and support, identify the temporal meaning of words when common affixes (<i>-ing, -ed</i>) are added to common verbs. Not applicable Not applicable
<p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). 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>). 	<p>EE.L.3.5 Demonstrate understanding of word relationships and use.</p> <ol style="list-style-type: none"> Determine the literal meaning of words and phrases in context. Identify real-life connections between words and their use (e.g., <i>happy: "I am happy."</i>). Identify words that describe personal emotional states.
<p>L.3.6 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>EE.L.3.6 Demonstrate understanding of words that signal spatial and temporal relationships (e.g., <i>behind, under, after, soon, next, later</i>).</p>