



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)
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
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Representatives from Dynamic Learning Maps consortium states included:

IOWA

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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

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MISSOURI

SEA Representatives: Lynn Everett, Jane VanDeZande

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

UTAH

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WISCONSIN

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

DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR FIFTH GRADE

Fifth Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	DLM Essential Elements
Key Ideas and Details	
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	EE.RL.5.1 Identify words in the text to answer a question about explicit information.
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	EE.RL.5.2 Identify the central idea or theme of a story, drama or poem.
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	EE.RL.5.3 Compare two characters in a familiar story.
Craft and Structure	
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	EE.RL.5.4 Determine the intended meaning of multi-meaning words in a text.
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	EE.RL.5.5 Identify a story element that undergoes change from beginning to end.
RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.	EE.RL.5.6 Determine the point of view of the narrator.
Integration of Knowledge and Ideas	
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	EE.RL.5.7 Identify illustrations, factual or multimedia elements that add to understanding of a text.
RL.5.8 (Not applicable to literature)	EE.RL.5.8 (Not applicable to literature)

CCSS Grade-Level Standards	DLM Essential Elements
<p>RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>EE.RL.5.9 Compare stories, myths, or texts with similar topics or themes.</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>EE.RL.5.10 Demonstrate understanding of text while engaged in individual or group reading of stories, dramas, and poems.</p>

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

CCSS Grade-Level Standards	DLM Essential Elements
Key Ideas and Details	
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	EE.RI.5.1 Identify words in the text to answer a question about explicit information.
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	EE.RI.5.2 Identify the main idea of a text when it is not explicitly stated.
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	EE.RI.5.3 Compare two individuals, events, or ideas in a text.
Craft and Structure	
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	EE.RI.5.4 Determine the meanings of domain-specific words and phrases.
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	EE.RI.5.5 Determine if a text tells about events, gives directions, or provides information on a topic.
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	EE.RI.5.6 Compare two books on the same topic.
Integration of Knowledge and Ideas	
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	EE.RI.5.7 Locate information in print or digital sources.
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	EE.RI.5.8 Identify the relationship between a specific point and supporting reasons in an informational text.
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	EE.RI.5.9 Compare and contrast details gained from two texts on the same topic.

CCSS Grade-Level Standards	DLM Essential Elements
Range of Reading and Level of Text Complexity	
<p>RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>EE.RI.5.10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.</p>

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

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

Fifth Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	DLM Essential Elements
Text Types and Purposes	
<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). Provide a concluding statement or section related to the opinion presented. 	<p>EE.W.5.1 Write opinions about topics or text.</p> <ol style="list-style-type: none"> Introduce a topic or text and state an opinion about it. Provide reasons to support the opinion. Not applicable Not applicable
<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. 	<p>EE.W.5.2 Write to share information supported by details.</p> <ol style="list-style-type: none"> Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate. Provide facts, details, or other information related to the topic. Not applicable Not applicable Not applicable

CCSS Grade-Level Standards	DLM Essential Elements
<p>W.5.3 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. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. 	<p>EE.W.5.3 Write about events or personal experiences.</p> <ul style="list-style-type: none"> a. Write about an experience or event including three or more events in sequence. b. Not applicable c. Not applicable d. Not applicable e. Not applicable
Production and Distribution of Writing	
<p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>EE.W.5.4 Produce writing that is appropriate for an explicitly stated task or purpose.</p>
<p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>EE.W.5.5 With guidance and support from adults and peers, plan before writing and revise own writing.</p>
<p>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>EE.W.5.6 With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.</p>
Research to Build and Present Knowledge	
<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>EE.W.5.7 Conduct short research projects using two or more sources.</p>

CCSS Grade-Level Standards	DLM Essential Elements
<p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>EE.W.5.8 Gather and sort relevant information on a topic from print or digital sources into given categories.</p>
<p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points”). 	<p>EE.W.5.9 Use information from literary and informational text to support writing.</p> <ul style="list-style-type: none"> a. Apply <i>Essential Elements of Grade 5 Reading Standards</i> to literature (e.g., “Compare and contrast two characters in the story.”). b. Apply <i>Essential Elements of Grade 5 Reading Standards</i> to informational texts (e.g., “Use specific reasons and evidence for supporting specific points in an informational text.”).
Range of Writing	
<p>W.5.10 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.5.10 Write routinely for a variety of tasks, purposes, and audiences.</p>

Fifth Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	DLM Essential Elements
Comprehension and Collaboration	
<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 	<p>EE.SL.5.1 Engage in collaborative discussions.</p> <ol style="list-style-type: none"> Come to discussion prepared to share information. Carry out assigned role in a discussion. Ask questions related to information in a discussion. Make comments that contribute to the discussion and link to the remarks of others.
<p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>EE.SL.5.2 Identify the explicitly stated main idea of a text presented orally or through other media.</p>
<p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>EE.SL.5.3 Identify the reasons and evidence supporting a specific point.</p>
Presentation of Knowledge and Ideas	
<p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>EE.SL.5.4 Report on a familiar topic or text or present an opinion including related facts.</p>
<p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>EE.SL.5.5 Select or create audio recordings and visual/tactile displays to enhance a presentation.</p>

CCSS Grade-Level Standards	DLM Essential Elements
SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	EE.SL.5.6 Differentiate between contexts that require formal and informal communication.

Fifth Grade English Language Arts Standards: Language

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

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

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