



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:

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KANSAS

SEA Representatives: Debbie Matthews, Kris Shaw

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MICHIGAN

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SEA Representatives: Lynn Everett, Jane VanDeZande

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

DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR KINDERGARTEN

Kindergarten English Language Arts Standards: Reading (Literature)

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

CCSS Grade-Level Standards	Common Core Essential Element
Range of Reading and Level of Text Complexity	
RL.K.10 Actively engage in group reading activities with purpose and understanding.	EE.RL.K.10 With guidance and support, actively engage in shared reading.

Kindergarten English Language Arts Standards: Reading (Informational Text)

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

Kindergarten English Language Arts Standards: Reading (Foundational Skills)

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

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

Kindergarten English Language Arts Standards: Writing

CCSS Grade-Level Standards	DLM Essential Elements
Text Types and Purposes	
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).	EE.W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	EE.W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	EE.W.K.3 With guidance and support, select an event and use drawing, dictating, or writing and share information about it.
Production and Distribution of Writing	
W.K.4 (Begins in grade 3)	EE.W.K.4 (Begins in grade 3)
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	EE.W.K.5 (Begins in grade 1)
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	EE.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.
Research to Build and Present Knowledge	
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	EE.W.K.7 With guidance and support, participate in shared research and writing objects.
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	EE.W.K.8 With guidance and support from adults, identify information, objects, or events that relate to personal experiences.
W.K.9 (Begins in grade 4)	EE.W.K.9 (Begins in grade 4)

CCSS Grade-Level Standards	DLM Essential Elements
Range of Writing	
W.K.10 (Begins in grade 3)	EE.W.K.10 (Begins in grade 3)

Kindergarten English Language Arts Standards: Speaking and Listening

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

Kindergarten English Language Arts Standards: Language

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

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