



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

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

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

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SEA Representatives: Judy Kraft, Janice Tornow

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

DYNAMIC LEARNING MAPS ESSENTIAL ELEMENTS FOR SEVENTH GRADE

Seventh Grade English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	DLM Essential Elements
Key Ideas and Details	
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	EE.RL.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.
RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	EE.RL.7.2 Identify events in a text that are related to the theme or central idea.
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	EE.RL.7.3 Determine how two or more story elements are related.
Craft and Structure	
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	EE.RL.7.4 Determine the meaning of simple idioms and figures of speech as they are used in a text.
RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	EE.RL.7.5 Compare the structure of two or more texts (e.g., stories, poems, or dramas).
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	EE.RL.7.6 Compare the points of view of two or more characters or narrators in a text.
Integration of Knowledge and Ideas	
RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	EE.RL.7.7 Compare a text version of a story, drama, or poem with an audio, video, or live version of the same text.
RL.7.8 (Not applicable to literature)	EE.RL.7.8 (Not applicable to literature)

CCSS Grade-Level Standards	DLM Essential Elements
<p>RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>EE.RL.7.9 Compare a fictional time, place, or character in one text with the same time, place, or character portrayed in a historical account.</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>EE.RL.7.10 Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.</p>

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

CCSS Grade-Level Standards	DLM Essential Elements
Key Ideas and Details	
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	EE.RI.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.
RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	EE.RI.7.2 Determine two or more central ideas in a text.
RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	EE.RI.7.3 Determine how two individuals, events or ideas in a text are related.
Craft and Structure	
RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	EE.RI.7.4 Determine how words or phrases are used to persuade or inform a text.
RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	EE.RI.7.5 Determine how a fact, step, or event fits into the overall structure of the text.
RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	EE.RI.7.6 Determine an author’s purpose or point of view.
Integration of Knowledge and Ideas	
RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	EE.RI.7.7 Compare a text to an audio, video or multimedia version of the same text.
RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	EE.RI.7.8 Determine how a claim or reason fits into the overall structure of an informational text.

CCSS Grade-Level Standards	DLM Essential Elements
<p>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>EE.RI.7.9 Compare and contrast how different texts on the same topic present the details.</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>EE.RI.7.10 Demonstrate understanding while actively reading or listening to literary nonfiction.</p>

Seventh Grade English Language Arts Standards: Writing

CCSS Grade-Level Standards	DLM Essential Elements
Text Types and Purposes	
<p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>EE.W.7.1 Write claims about topics or texts.</p> <ul style="list-style-type: none"> a. Introduce a topic or text and write one claim about it. b. Write one or more reasons to support a claim about a topic or text. c. Use temporal words (first, next, also) to create cohesion. d. Not applicable e. Not applicable

CCSS Grade-Level Standards	DLM Essential Elements
<p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>EE.W.7.2 Write to share information supported by details.</p> <ul style="list-style-type: none"> a. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. b. Provide facts, details, or other information related to the topic. c. Not applicable d. Select domain-specific vocabulary to use in writing about the topic. e. Not applicable f. Not applicable

CCSS Grade-Level Standards	DLM Essential Elements
<p>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<p>EE.W.7.3 Write about events or personal experiences.</p> <ol style="list-style-type: none"> Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events. Not applicable Use temporal words (e.g., first, then, next) to signal order. Use words that describe feelings of people or characters in the narrative. Not applicable
Production and Distribution of Writing	
<p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>EE.W.7.4 Produce writing that is appropriate for the task, purpose, or audience.</p>
<p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>EE.W.7.5 With guidance and support from adults and peers, plan before writing and revise own writing.</p>
<p>W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>EE.W.7.6 Use technology, including the Internet, to produce writing to interact and collaborate with others.</p>

CCSS Grade-Level Standards	DLM Essential Elements
Research to Build and Present Knowledge	
<p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>EE.W.7.7 Conduct research to answer a question based on multiple sources of information.</p>
<p>W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>EE.W.7.8 Identify quotes providing relevant information about a topic from multiple print or digital sources.</p>
<p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.”). b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.”). 	<p>EE.W.7.9 Use information from literary and informational text to support writing.</p> <ul style="list-style-type: none"> a. Apply <i>Essential Elements of Grade 7 Reading Standards</i> to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”). b. Apply <i>Essential Elements of Grade 7 Reading Standards</i> to informational texts (e.g., “Use relevant and sufficient evidence for supporting the claims and argument.”).
Range of Writing	
<p>W.7.10 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.7.10 Write routinely for a variety of tasks, purposes, and audiences.</p>

Seventh Grade English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	DLM Essential Elements
Comprehension and Collaboration	
<p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</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 researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. 	<p>EE.SL.7.1 Engage in collaborative discussions.</p> <ul style="list-style-type: none"> a. Come to discussions prepared to share information. b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles. c. Remain on the topic of the discussion when answering questions or making other contributions to a discussion. d. Acknowledge new information expressed by others in a discussion.
<p>SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>EE.SL.7.2 Identify details related to the main idea of a text presented orally or through other media.</p>
<p>SL.7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>EE.SL.7.3 Determine whether the claims made by a speaker are fact or opinion.</p>

CCSS Grade-Level Standards	DLM Essential Elements
Presentation of Knowledge and Ideas	
SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	EE.SL.7.4 Present findings on a topic including relevant descriptions, facts, or details.
SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	EE.SL.7.5 Select or create audio recordings and visual/tactile displays to emphasize specific points in a presentation.
SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	EE.SL.7.6 Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.

Seventh Grade English Language Arts Standards: Language

CCSS Grade-Level Standards	DLM Essential Elements
Conventions of Standard English	
<p>L.7.1 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 phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* 	<p>EE.L.7.1 Demonstrate standard English grammar and usage when communicating.</p> <ul style="list-style-type: none"> a. Not applicable b. Produce complete simple sentences when writing or communicating. c. Not applicable
<p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). b. Spell correctly. 	<p>EE.L.7.2 Demonstrate understanding of conventions of standard English.</p> <ul style="list-style-type: none"> a. Use end punctuation when writing a sentence or question. b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
Knowledge of Language	
<p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* 	<p>EE.L.7.3 Use language to achieve desired outcomes when communicating.</p> <ul style="list-style-type: none"> a. Use precise language as required to achieve desired meaning.

CCSS Grade-Level Standards	DLM Essential Elements
Vocabulary Acquisition and Use	
<p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	<p>EE.L.7.4 Demonstrate knowledge of word meanings.</p> <ol style="list-style-type: none"> Use context to determine which word is missing from a text. Use frequently occurring root words (e.g., <i>like</i>) and the words that result when affixes are added (e.g., <i>liked</i>, <i>disliked</i>, <i>liking</i>). Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. Not applicable
<p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>). 	<p>EE.L.7.5 Demonstrate understanding of word relationships and use.</p> <ol style="list-style-type: none"> Identify the literal and nonliteral meanings of words in context. Demonstrate understanding of synonyms and antonyms. Not applicable
<p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>EE.L.7.6 Use general academic and domain-specific words and phrases across contexts.</p>