DLM English Language Arts Integrated Assessment Model
2014-15 Blueprint

In this document, the "blueprint" refers to the pool of available Essential Elements (EEs) and the requirements for coverage within each conceptual area. A general description of the content covered is provided for each grade. The specific options and minimum expectations for each student's assessment are provided with each table. Educators should consult their state department of education for additional guidance on selecting content.

The specific EEs available in each grade are listed in tables beginning on the next page. EEs are organized according to conceptual area.

Major Claims and Conceptual Areas in ELA

Major Claim	Conceptual Area	
Students can comprehend text in increasingly complex ways	ELA.C1.1	Determine critical elements of text
	ELA.C1.2	Construct understandings of text
	ELA.C1.3	Integrate ideas and information from text
Students can produce writing for a range of purposes and audiences	ELA.C2.1	Use writing to communicate
	ELA.C2.2	Integrate ideas and Information in writing
Students can communicate for a range of purposes and audiences	ELA.C3.1	Use language to communicate with others
	ELA.C3.2	Clarify and contribute in discussion
Students can investigate topics and present information	ELA.C4.1	Use sources and information
	ELA.C4.2	Collaborate and present ideas

Grade 3: Available Essential Elements and minimum expectation for each student's assessment

Conceptual Area	EE	DESCRIPTION
ELA.C1.1	**Choose at least three EEs, including at least one RL and one RI.**	
	EE.RL.3.1	Answer who and what questions to demonstrate understanding of details in a text.
	EE.RL.3.2	Associate details with events in stories from diverse cultures.
	EE.RL.3.3	Identify the feelings of characters in a story.
	EE.RL.3.5	Determine the beginning, middle, and end of a familiar story with a logical order.
	EE.RI.3.1	Answer who and what questions to demonstrate understanding of details in a text.
	EE.RI.3.2	Identify details in a text.
	EE.RI.3.3	Order two events from a text as "first" and "next".
	EE.RI.3.5	With guidance and support, use text features including headings and key words to locate information in a text.
ELA.C1.2	**Choose two EEs in C1.2 (L, RL or RI) – EEs must be from different strands, i.e. RL and L, not RL and RL.**	
	EE.RL.3.4	Determine words and phrases that complete literal sentences in a text.
	EE.RI.3.4	Determine words and phrases that complete literal sentences in a text.
	EE.RI.3.8	Identify two related points the author makes in an informational text.
	EE.L.3.5.a	Determine the literal meaning of words and phrases in context.
	EE.L.3.5.c	Identify words that describe personal emotional states.
ELA.C1.3	**Choose at least one EE (RL or RI).**	
	EE.RL.3.9	Identify common elements in two stories in a series.
	EE.RI.3.9	Identify similarities between two texts on the same topic.
ELA.C2.1	**All students are assessed in both of these EEs through the writing assessment.**	
	EE.W.3.2.a	Select a topic and write about it including one fact or detail.
	EE.W.3.4	With guidance and support produce writing that expresses more than one idea.

Grade 4: Available Essential Elements and minimum expectation for each student's assessment

Conceptual Area	EE	Description
ELA.C1.1	**Choose at least three EEs in C1.1, including at least one RL and one RI.**	
	EE.RL.4.1	Use details from the text to recount what the text says.
	EE.RL.4.3	Use details from the text to describe characters in the story.
	EE.RL.4.5	Identify elements that are characteristic of stories.
	EE.RI.4.1	Identify explicit details in an informational text.
	EE.RI.4.2	Identify the main idea of a text when it is explicitly stated.
	EE.RI.4.3	Identify an explicit detail that is related to an individual, event or idea in a historical, scientific, or technical text.
	EE.RI.4.5	Identify elements that are characteristic of informational texts.
ELA.C1.2	**Choose two EEs in C1.2 (L, RL or RI) – EEs must be from different strands, i.e. RL and L, not RL and RL.**	
	EE.RL.4.2	Identify the theme or central idea of a familiar story, drama or poem.
	EE.RL.4.4	Determine the meaning of words in a text.
	EE.RL.4.6	Identify the narrator of a story.
	EE.RI.4.4	Determine meaning of words in text.
	EE.RI.4.8	Identify one or more reasons supporting a specific point in an informational text.
	EE.L.4.5.c	Demonstrate an understanding of opposites.
ELA.C1.3	**Choose at least one EE in C1.3 (RL or RI).**	
	EE.RI.4.9	Compare details presented in two texts on the same topic.
ELA.2.1	**All students are assessed in these three EEs as part of the writing assessment.**	
	EE.L.4.2.a	Capitalize the first word in a sentence.
	EE.L.4.2.d	Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns
	EE.W.4.2.b	List words, facts, or details related to the topic.

Grade 5: Available Essential Elements and minimum expectation for each student's assessment

Conceptual Area	EE	Description
ELA.C1.1	**Choose at least two EEs in C1.1, including at least one RL and one RI**	
	EE.RL.5.1	Identify words in the text to answer a question about explicit information.
	EE.RI.5.1	Identify words in the text to answer a question about explicit information.
	EE.RI.5.5	Determine if a text tells about events, gives directions, or provides information on a topic.
	EE.RI.5.7	Locate information in print or digital sources.
ELA.C1.2	**Choose three EE's in C1.2 (L, RL, or RI) – EEs must be from at least two different strands**	
	EE.RL.5.2	Identify the central idea or theme of a story, drama or poem.
	EE.RL.5.4	Determine the intended meaning of multi-meaning words in a text.
	EE.RL.5.6	Determine the point of view of the narrator.
	EE.RI.5.2	Identify the main idea of a text when it is not explicitly stated.
	EE.RI.5.4	Determine the meanings of domain-specific words and phrases.
	EE.RI.5.8	Identify the relationship between a specific point and supporting reasons in an informational text.
	EE.L.5.4.a	Use sentence level context to determine which word is missing from a content area text.
	EE.L.5.5.c	Demonstrate understanding of words that have similar meanings.
ELA.C1.3	**Choose at least one EE in C1.3 (RL or RI)**	
	EE.RL.5.3	Compare two characters in a familiar story.
	EE.RL.5.5	Identify story element that undergoes change from beginning to end.
	EE.RL.5.9	Compare stories, myths, or texts with similar topics or themes.
	EE.RI.5.3	Compare two individuals, events or ideas in a text.
	EE.RI.5.9	Compare and contrast details gained from two texts on the same topic.
ELA.C2.1	**All students are assessed in both of these EEs through the writing assessment.**	
	EE.W.5.2.b	Provide facts, details, or other information related to the topic.
	EE.W.5.2.a	Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate.

Grade 6: Available Essential Elements and minimum expectation for each student's assessment

Conceptual Area	EE	Description
ELA.C1.1	**All students are assessed in this EE for C1.1**	
	EE.RI.6.5	Determine how the title fits the structure of the text.
ELA.C1.2	**Choose three EEs in C1.2 (L, RL or RI) –EEs must be from at least two different strands.**	
	EE.RL.6.1	Determine what a text says explicitly as well as what simple inferences must be drawn.
	EE.RL.6.2	Identify details in a text that are related to the theme or central idea.
	EE.RL.6.4	Determine how word choice changes the meaning in a text.
	EE.RL.6.6	Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.
	EE.RI.6.1	Analyze a text to determine what it says explicitly as well as what inferences should be drawn.
	EE.RI.6.2	Determine the main idea of a passage and details or facts related to it.
	EE.RI.6.4	Determine how word choice changes the meaning of a text.
	EE.RI.6.6	Identify words or phrases in the text that describe or show the author's point of view.
	EE.RI.6.8	Distinguish claims in a text supported by reason.
	EE.L.6.5.a	Identify the meaning of simple similes (e.g., The man was as big as a tree.).
	EE.L.6.5.b	Demonstrate understanding of words by identifying other words with similar and different meanings.
ELA.C1.3	**Choose at least two EEs in C1.3, including at least one RL and one RI.**	
	EE.RL.6.3	Can identify how a character responds to a challenge in story.
	EE.RL.6.5	Determine the structure of a text (e.g., story, poem, or drama).
	EE.RI.6.3	Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.
	EE.RI.6.9	Compare and contrast how two texts describe the same event.
ELA.C2.1	**All students are assessed all three of these EEs through the writing assessment.**	
	EE.L.6.2.b	Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.
	EE.W.6.2.a	Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.
	EE.W.6.2.b	Provide facts, details, or other information related to the topic.

Grade 7: Available Essential Elements and minimum expectation for each student's assessment

Conceptual Area	EE	Description
ELA.C1.1	**All students are assessed in this EE for C1.1**	
	EE.RI.7.5	Determine how a fact, step, or event fits into the overall structure of the text.
ELA.C1.2	**Choose at least three EEs in C1.2 (at least one RL and one RI)**	
	EE.RL.7.1	Analyze text to identify where information is explicitly stated and where inferences must be drawn.
	EE.RL.7.2	Identify events in a text that are related to the theme or central idea.
	EE.RL.7.4	Determine the meaning of simple idioms and figures of speech as they are used in a text.
	EE.RI.7.1	Analyze text to identify where information is explicitly stated and where inferences must be drawn.
	EE.RI.7.2	Determine two or more central ideas in a text.
	EE.RI.7.4	Determine how words or phrases are used to persuade or inform a text.
	EE.RI.7.6	Determine an author's purpose or point of view.
	EE.RI.7.8	Determine how a claim or reason fits into the overall structure of an informational text.
ELA.C1.3	**Choose at least two EEs in C1.3, including at least one RL and one RI.**	
	EE.RL.7.3	Determine how two or more story elements are related.
	EE.RL.7.5	Compare the structure of two or more texts (e.g., stories, poems, or dramas).
	EE.RI.7.3	Determine how two individuals, events or ideas in a text are related.
	EE.RI.7.9	Compare and contrast how different texts on the same topic present the details.
ELA.C2.1	**All students are assessed in five of these EEs through the writing assessment.**	
	EE.L.7.2.a	Use end punctuation when writing a sentence or question.
	EE.L.7.2.b	Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
	EE.W.7.2.a	Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.
	EE.W.7.2.b	Provide facts, details, or other information related to the topic.
	EE.W.7.2.d	Select domain-specific vocabulary to use in writing about the topic.

Grade 8: Available Essential Elements and minimum expectation for each student's assessment

Conceptual Area	EE	Description
ELA.C1.1	**All students are assessed in this EE for C1.1**	
	EE.RI.8.5	Locate the topic sentence and supporting details in a paragraph.
ELA.C1.2	**Choose at least three EEs in C1.2 (L, RL or RI) – EEs must be from at least two different strands.**	
	EE.RL.8.1	Cite text to support inferences from stories and poems.
	EE.RL.8.2	Recount an event related to the theme or central idea, including details about character and setting.
	EE.RL.8.4	Determine connotative meanings of words and phrases in a text.
	EE.RI.8.1	Cite text to support inferences from informational text.
	EE.RI.8.2	Provide a summary of a familiar informational text.
	EE.RI.8.4	Determine connotative meanings of words and phrases in a text.
	EE.RI.8.6	Determine an author's purpose or point of view and identify examples from text to that describe or support it.
	EE.RI.8.8	Determine the argument made by an author in an informational text.
	EE.L.8.5.a	Demonstrate understanding of the use of multiple meaning words.
ELA.C1.3	**Choose at least two EEs in C1.3, including at least one RL and one RI.**	
	EE.RL.8.3	Identify which incidents in a story or drama lead to subsequent action.
	EE.RL.8.5	Compare and contrast the structure of two or more texts.
	EE.RL.8.9	Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.
	EE.RI.8.3	Recount events in the order they were presented in the text.
	EE.RI.8.9	Identify where two different texts on the same topic differ in their interpretation of the details.
ELA.C2.1	**All students are assessed in all of these EEs through the writing assessment.**	
	EE.W.8.2.b	Write one or more facts or details related to the topic.
	EE.W.8.2.c	Write complete thoughts as appropriate.
	EE.W.8.2.d	Use domain specific vocabulary related to the topic.
	EE.W.8.2.f	Provide a closing.
	EE.W.8.2.a	Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.

High School: Minimum expectation for each student's assessment in Grades 9-10 and Grades 11-12[1]

Conceptual Area	EE	Description
ELA.C1.2	**Choose one EE in C1.2 (RL or RI).**	
	EE.RL.9-10.1	Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.
	EE.RL.9-10.2	Recount events related to the theme or central idea, including details about character and setting.
	EE.RL.9-10.4	Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.
	EE.RL.11-12.1	Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.
	EE.RL.11-12.2	Recount the main events of the text which are related to the theme or central idea.
	EE.RL.11-12.4	Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning.
	EE.RI.9-10.1	Determine which citations demonstrate what the text says explicitly as well as inferentially.
	EE.RI.9-10.2	Determine the central idea of the text and select details to support it.
	EE.RI.9-10.4	Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.
	EE.RI.9-10.5	Locate sentences that support an author's central idea or claim.
	EE.RI.9-10.8	Determine how the specific claims support the argument made in an informational text.
	EE.RI.11-12.1	Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.
	EE.RI.11-12.2	Determine the central idea of a text; recount the text.
	EE.RI.11-12.4	Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text.
	EE.RI.11-12.8	Determine whether the claims and reasoning enhance the author's argument in an informational text.
	EE.RI.11-12.5	Determine whether the structure of a text enhances an author's claim.
	EE.L.9-10.4.a	Use context to determine the meaning of unknown words.
	EE.L.9-10.5.b	Determine the intended meaning of multiple meaning words.

[1] The high school blueprint provides coverage options for students in grades 9-12 to support the various testing requirements in different states in the consortium. Each state sets its own policy for which high school grade(s) are appropriate for DLM assessments.

Conceptual Area	EE	Description
	EE.L.11-12.4.a	Use context to determine the meaning of unknown words.
ELA.C1.3	**Choose at least three EEs in C1.3 (L, RL or RI) – EEs must be from at least two different strands**	
	EE.RL.9-10.3	Determine how characters change or develop over the course of a text.
	EE.RL.9-10.5	Identify where a text deviates from a chronological presentation of events.
	EE.RL.11-12.3	Determine how characters, the setting or events change over the course of the story or drama.
	EE.RL.11-12.5	Determine how the author's choice of where to end the story contributes to the meaning.
	EE.RI.9-10.3	Determine logical connections between individuals, ideas or events in a text.
	EE.RI.11-12.3	Determine how individuals, ideas, or events change over the course of the text.
	EE.RI.11-12.9	Compare and contrast arguments made by two different texts on the same topic.
ELA.C2.1	**Choose at least two EEs in C2.1, including at least one RL and one RI**	
	EE.L.9-10.2.c	Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.
	EE.W.9-10.2.c	Use complete, simple sentences as appropriate.
	EE.W.9-10.2.d	Use domain specific vocabulary when writing claims related to a topic of study or text.
	EE.W.9-10.2.f	Provide a closing.
	EE.W.11-12.2.c	Use complete, simple sentences, as well as compound and other complex sentences as appropriate.
	EE.W.11-12.2.d	Use domain specific vocabulary when writing claims related to a topic of study or text.
	EE.W.11-12.2.f	Provide a closing or concluding statement.
	EE.L.11-12.2.b	Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.
ELA.C2.2	**All students are assessed in all the EEs identified for the appropriate grade level in both conceptual areas in Claim 2.**	
	EE.W.9-10.2.a	Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate.
	EE.W.9-10.2.b	Develop the topic with facts or details.
	EE.W.11-12.2.a	Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate.
	EE.W.11-12.2.b	Develop the topic with relevant facts, details, or quotes.