



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

**2023 North Dakota English Language
Arts (ELA) Content Standards &
Dynamic Learning Maps Alternate
Assessment Standards**

Alignment

Grades K-12

August 2023

This document was created with the
information from the [Dynamic
Learning Maps Essential Elements
for English Language Arts](#) & the [ND
ELA Content Standards](#).



DYNAMIC®
LEARNING MAPS



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

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Introduction

The North Dakota Department of Public Instruction annually uses Dynamic Learning Maps (DLM) to assess students with the most significant cognitive disabilities in North Dakota. This document aligns the North Dakota State Content Standards and the Dynamic Learning Maps Essential Elements to assist districts in developing curriculum, scope, and sequence for students with the most significant disabilities. This document is arranged by grade level, strand, cluster, and standard related to North Dakota English Language Arts (ELA) Content Standards.

English Language Arts Guide to EE Codes-DLM

- RL Reading Literature Essential Elements are assessed using stories.
- RI Reading Informational Text Essential Elements are assessed using informational texts.
- L Language Essential Elements are assessed in stories, informational texts, and writing testlets.
- W Writing Essential Elements are assessed in writing testlets.

Grade K

2023 ELA Standards	Dynamic Learning Maps Essential Elements
FOUNDATIONS OF LITERACY (F) Learners will apply foundational reading and writing skills by working with sounds, letters,	
PRINT CONCEPTS Learners will demonstrate knowledge of what books, print, and written language are and how they function	Essential Element
K.F.1 Recognize the front cover, back cover, author, and illustrator of books.	<p>ELA.EE.RI.K.5 With guidance and support, identify the front cover of a book</p> <p>ELA.EE.RI.K.6 With guidance and support, distinguish between words and illustrations in an informational text.</p> <p>ELA.EE.RL.K.6 With guidance and support, distinguish between words and illustrations in a story.</p>

Grade K

2023 ELA Standards	Dynamic Learning Maps Essential Elements
FOUNDATIONS OF LITERACY (F) Learners will apply foundational reading and writing skills by working with sounds, letters,	
PRINT CONCEPTS Learners will demonstrate knowledge of what books, print, and written language are and how they function	
K.F.1 Recognize the front cover, back cover, author, and illustrator of books.	<p>ELA.EE.RI.K.5 With guidance and support, identify the front cover of a book</p> <p>ELA.EE.RI.K.6 With guidance and support, distinguish between words and illustrations in an informational text.</p> <p>ELA.EE.RL.K.6 With guidance and support, distinguish between words and illustrations in a story.</p>
K.F.2 Follow words from left to right, top to bottom, and page by page.	<p>ELA.EE.RF.K.1 Demonstrate emerging understanding of the organization of print.</p> <p>a. With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from beginning to end.</p>
K.F.3 Recognize that sentences have letters, words, spaces between words, capitalization, and ending punctuation.	ELA.EE.RF.K.1 Demonstrate emerging understanding of the organization of print.
PHONOLOGICAL and PHONEMIC AWARENESS Learners will accurately manipulate phonemes (sounds) in the spoken language.	
K.F.4 Recognize and produce rhyming words.	<p>ELA.EE.RF.K.2 Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. With guidance and support, recognize rhyming words.</p>
K.F.5 Segment parts of spoken words. a. Segment multisyllabic spoken words by syllables. b. Segment one-syllable spoken words into two-phonemes and three-phonemes.	<p>ELA.EE.RF.K.2 Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes).</p> <p>b. With guidance and support, recognize the number of words in a spoken message.</p>

K.F.6 Blend parts of spoken words. a. Blend two or more syllables into a spoken word. b. Blend two or three phonemes into a one-syllable spoken word.	<p>ELA.EE.RF.K.2 Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes).</p> <p>b. With guidance and support, recognize the number of words in a spoken message.</p> <p>c. With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word.</p>
K.F.7 Isolate and pronounce the initial, medial vowel, and final phonemes in three-phoneme words.	ELA.EE.RF.K.2 Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes).
PHONICS AND WORD STUDY Learners will decode, encode, and connect meaning to word parts and words.	
K.F.8 Decode words with phoneme-grapheme correspondences: a. predictable consonants b. predictable short vowels spelled with a, i, o, u, e c. long vowels associated with single letters in open onesyllable words d. irregularly spelled highfrequency word	<p>ELA.EE.RF.K.3 Demonstrate emerging awareness of print.</p> <p>a. With guidance and support, recognize first letter of own name in print.</p> <p>b. Not applicable</p> <p>c. With guidance and support, recognize environmental print.</p> <p>d. Not applicable</p>
K.F.9 Encode words with phonemegrapheme correspondences: a. predictable consonants b. predictable short vowels c. long vowels with single letters in open one-syllable words (e.g., he, me, go)** d. irregularly spelled highfrequency words *Regular high-frequency words should be taught in phonics. **Some words will be introduced as irregularly spelled words until students learn about open syllables.	ELA.EE.RF.K.2 Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes).
K.F.10 Determine the meaning of multiple-meaning words with taught phonics patterns that have been taught (e.g., bat, can, pop).	<p>ELA.EE.L.K.4 Demonstrate emerging knowledge of word meanings.</p> <p>a. With guidance and support, demonstrate understanding of words used in every day routines.</p> <p>ELA.EE.L.K.5 Demonstrate emerging understanding of word relationships.</p> <p>d. With guidance and support, demonstrate an understanding of common verbs</p>
K.F.11 Orally use new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge.	<p>ELA.EE.L.K.4 Demonstrate emerging knowledge of word meanings.</p> <p>ELA.EE.L.K.5 Demonstrate emerging understanding of word relationships.</p> <p>c. With guidance and support, use words to communicate in real-life situations.</p>

FLUENCY Learners will read with sufficient accuracy, rate, and expression to support comprehension	
K.F.12 Demonstrate fluency through the application of phonemic and phonological skills. a. Accurately and automatically recognize and name all uppercase and lowercase letters of the alphabet in nonsequential order. b. Accurately and automatically produce the predictable consonant and short vowel sounds associated with uppercase and lowercase letters in non-sequential order. c. Accurately and automatically blend sounds at the word level. *NOTE: Refer to grade level Foundation and Reading standards to assist with text selection.	<p>ELA.EE.RF.K.1 Demonstrate emerging understanding of the organization of print.</p> <p>ELA.EE.RF.K.4 Engage in purposeful shared reading of familiar text</p>
FOUNDATIONS OF WRITING Learners will write complete sentences and paragraphs.	
K.F.13 Write uppercase and lowercase letters accurately.	<p>ELA.EE.RF.K.1 Demonstrate emerging understanding of the organization of print.</p> <p>ELA.EE.L.K.1 Demonstrate emerging understanding of letter and word use. a. With guidance and support, distinguish between letters and other symbols or shapes.</p>
K.F.14 Write simple sentences using subject and predicate, with capitals, punctuation, and appropriate word spacing.	<p>ELA.EE.W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.</p> <p>ELA.EE.W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.</p> <p>ELA.EE.W.K.3 With guidance and support, select an event and use drawing, dictating, or writing and share information about it.</p>
COMMUNICATION (C) Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.	
PRESENTATIONAL COMMUNICATION Learners will organize and express information in a format appropriate to the audience and purpose.	
K.C.1 Describe personal interests or tell stories orally to a targeted audience (e.g., peers and adults).	ELA.EE.SL.K.4 With guidance and support, identify familiar people, places, things, and events.
K.C.2 Speak audibly to express thoughts, feelings, and ideas.	ELA.EE.SL.K.6 With guidance and support, communicate thoughts, feelings, and ideas.

K.C.3 Use words and phrases acquired through conversations, reading, being read to, and responding to texts.	ELA.EE.L.K.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.
K.C.4 Use grade-appropriate conversational, general academic, and domain-specific words and phrases.	<p>ELA.EE.L.K.4 Demonstrate emerging knowledge of word meanings.</p> <p>ELA.EE.L.K.5 Demonstrate emerging understanding of word relationships. c. With guidance and support, use words to communicate in real-life situations.</p>
COLLABORATION Learners will work effectively with their peers to accomplish a common goal or purpose	
K.C.6 Participate in collaborative conversations by listening to others and taking turns speaking.	<p>ELA.EE.SL.K.1 Participate in conversations with others. a. Communicate directly with supportive adults or peers.</p> <p>ELA.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>ELA.EE.SL.K.3 Ask for help when needed.</p>
K.C.7 Work collaboratively by following agreed-upon rules and simple one- and two-step oral directions.	<p>ELA.EE.SL.K.1 Participate in conversations with others. a. Communicate directly with supportive adults or peers. b. Participate in multiple-turn communication exchanges with support from adults.</p>
READING (R) Learners will comprehend, analyze, and literary and informational texts in various formats, genres, and levels of complexity.	
COMPREHENSION Learners will read to understand various complex literary and informational texts.	
K.R.2 Respond to a variety of texts, photographs, or illustrations before, during, and after shared reading or other text-listening experiences to compare, contrast, predict, or infer.	<p>ELA.EE.RL.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar story.</p> <p>ELA.EE.RI.K.9 With guidance and support, match similar parts of two familiar texts on the same topic.</p>

<p>K.R.3a Tell about the informational text, photographs, or illustrations before, during, or after a shared reading or other text-listening experiences.</p>	<p>ELA.EE.RI.K.1 With guidance and support, identify a detail in a familiar text.</p> <p>ELA.EE.RI.K.2 With guidance and support, identify the topic of a familiar text.</p> <p>ELA.EE.RI.K.3 With guidance and support, identify individuals, events, or details in a familiar informational text.</p> <p>ELA.EE.RI.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar text.</p> <p>ELA.EE.RI.K.8 With guidance and support, identify points the author makes in an informational text.</p>
<p>K.R.3b Tell about characters and setting in a literary story during or after a shared reading or other textlistening experience.</p>	<p>ELA.EE.RL.K.1 With guidance and support, identify details in familiar stories.</p> <p>ELA.EE.RL.K.2 With guidance and support, identify major events in familiar stories.</p> <p>ELA.EE.RL.K.3 With guidance and support, identify characters and settings in a familiar story.</p>
<p>K.R.5 Determine the meaning of unknown and multiple-meaning words and phrases through readaloud or other text-listening experiences.</p>	<p>ELA.EE.RL.K.4 With guidance and support, indicate when an unknown word is used in a text.</p> <p>ELA.EE.RI.K.5 With guidance and support, identify the front cover of a book.</p>
<p>TEXT ANALYSIS Learners will analyze, interpret, and evaluate complex literary and informational texts in varying genres and formats.</p>	
<p>K.R.6 Identify photographs, illustrations, and labels during or after a shared reading or other textlistening experience.</p>	<p>ELA.EE.RL.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar story.</p> <p>ELA.EE.RI.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar text.</p>
<p>K.R.8 Use a variety of fiction texts. a. Respond to or reenact characters' feelings in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience. b. Compare and contrast the adventures and experiences of characters in familiar stories</p>	<p>ELA.EE.RL.K.5 With guidance and support, recognize familiar texts (e.g., storybooks, poems).</p> <p>ELA.EE.RL.K.9 With guidance and support, identify the adventures or experiences of a character in a familiar story.</p>

during or after a shared reading or text-listening experience.	
WRITING (W) Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats	
TEXT TYPES AND STRUCTURE Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.	
K.W.1 Produce writing through shared and interactive experiences in which the development and organization are appropriate to the task, purpose, or audience	ELA.EE.W.K.7 With guidance and support, participate in shared research and writing objects.
K.W.3 Draw and write informative pieces on a topic.	<p>ELA.EE.W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.</p> <p>ELA.EE.SL.K.5 With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.</p>
K.W.4 Draw and write opinion pieces on a topic.	<p>ELA.EE.SL.K.5 With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.</p> <p>ELA.EE.W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.</p>
K.W.5 Draw and write narrative pieces that describe a single event.	<p>ELA.EE.W.K.3 With guidance and support, select an event and use drawing, dictating, or writing and share information about it.</p> <p>ELA.EE.SL.K.5 With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.</p>
WRITING PROCESS AND CRAFT Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.	
K.W.6 Develop and strengthen writing utilizing the five steps appropriate to the task. a. Planning: Generate ideas and plan (For example Teacher structured oral rehearsal, graphic organizer, peer feedback). b. Drafting: Develop writing from the planning process. c. Revising: Improve writing by adding more details or deleting unnecessary wording or	ELA.EE.W.K.5 (Begins in grade 1)

information. d. Editing: Improve writing using appropriate grade-level sentence writing and grammar standards. e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.	
K.W.7 Produce shared and interactive writing expressing emotion or personality through word choice.	ELA.EE.W.K.7 With guidance and support, participate in shared research and writing objects.
LANGUAGE USAGE (L) Learners will integrate appropriate language and style to ensure effective readability in writing	
K.L.1 Compose a simple sentence. a. Begin with a capital letter and capitalize the pronoun I. b. Use appropriate word spacing. c. Conclude with a punctuation mark.	ELA.EE.L.K.1 Demonstrate emerging understanding of letter and word use. 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.
K.L.2 Identify parts of speech in sentences orally, with illustrations, or in writing. a. concrete objects such as people, places, or things (i.e., nouns) b. words as actions (i.e., verbs) c. color and size adjectives d. the pronoun I e. spatial and time relationships such as up, down, before, and after.	ELA.EE.L.K.5 Demonstrate emerging understanding of word relationships. b. With guidance and support, demonstrate understanding of frequently occurring opposites.

Grade 1

2023 ELA Standards	Dynamic Learning Maps Essential Elements
FOUNDATIONS OF LITERACY (F) Learners will apply foundational reading and writing skills by working with sounds, letters,	
PHONOLOGICAL and PHONEMIC AWARENESS Learners will accurately manipulate phonemes (sounds) in the spoken language	
1.F.5 Segment one-syllable spoken words into four or more phonemes.	LA.EE.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. With guidance and support, substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

1.F.6 Blend four or more phonemes to produce a spoken word or syllable.	
1.F.7 Manipulate parts of spoken words. a. Delete initial and final phonemes or word parts. b. Substitute initial, medial vowel, final phonemes, or word parts.	<p>ELA.EE.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>b. With guidance and support, match orally presented segmented phonemes (e.g., C-A-T)</p>
PHONICS AND WORD STUDY Learners will decode, encode, and connect meaning to word parts and words	
1.F.8 Decode words with phonemegrapheme correspondences: a. consonant digraphs b. two consonant blends at the beginning and end of words c. single consonant after a short vowel d. soft and hard c and g; s as /z/ e. closed and open syllables f. silent e in single-syllable words g. vowel teams h. r-controlled i. prefixes and suffixes (twosyllable words) j. functions of y k. contractions l. irregularly spelled highfrequency words	<p>ELA.EE.RF.1.3 Demonstrate emerging letter and word identification skills.</p> <p>b. With guidance and support, recognize familiar words that are used in every day routines.</p>
1.F.9 Encode words with phoneme-grapheme correspondences: a. digraphs b. two consonant blends c. silent e d. double consonants at the end of words e. irregularly spelled highfrequency words.	<p>ELA.EE.RF.1.3 Demonstrate emerging letter and word identification skills.</p> <p>a. Identify upper case letters of the alphabet.</p> <p>ELA.EE.L.1.2 Demonstrate emerging understanding of conventions of standard English.</p> <p>b. With guidance and support during shared writing, put a period at the end of a sentence.</p> <p>d. With guidance and support, use letters to create words.</p> <p>e. With guidance and support during shared writing, identify the letters that represent sounds needed to spell words.</p>
1.F.10 Determine the meaning of multiple-meaning words with phonics patterns that have been taught.	<p>ELA.EE.L.1.4 Demonstrate emerging knowledge of word meanings.</p> <p>a. Demonstrate understanding of words used in every day routines.</p>
1.F.11 Utilize new academic, content-specific, grade-level vocabulary, connect previously learned words, and relate new words to background knowledge. a. Make connections to a word's structure using knowledge of	<p>ELA.EE.L.1.4 Demonstrate emerging knowledge of word meanings.</p> <p>ELA.EE.L.1.5 Demonstrate emerging understanding of word relationships.</p>

phonology, morphology, and word orthography to aid learning.	<p>a. With guidance and support, sort common objects into familiar categories.</p> <p>b. With guidance and support, identify attributes of familiar words</p> <p>c. With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use</p>
FLUENCY Learners will read with sufficient accuracy, rate, and expression to support comprehension.	
1.F.12 Read accurately and automatically a. at the word level b. at the sentence level c. a variety of first-grade texts with expression, phrasing, purpose, and understanding. *NOTE: Refer to grade level Foundation and Reading Standards for text selection.	<p>ELA.EE.RF.1.4 Begin to attend to words in print.</p> <p>a. Engage in sustained, independent study of books.</p> <p>b. Participate in shared reading of a variety of reading materials reflecting a variety of text genre.</p>
FOUNDATIONS OF WRITING Learners will write complete sentences and paragraphs.	
1.F.13 Write uppercase and lowercase letters accurately and automatically.	ELA.EE.L.1.1 Demonstrate emerging understanding of letter and word use.
1.F.14 Write simple sentences using subject and predicate, with capitals, punctuation, and appropriate word spacing.	<p>ELA.EE.RF.1.1 Demonstrate emerging understanding of the organization of print.</p> <p>a. Demonstrate understanding of the organization and basic features of print (e.g., left-to-right, top-to-bottom orientation of print, one-to-one correspondence between written and spoken word).</p> <p>ELA.EE.W.1.1 Select a familiar book and use drawing, dictating, or writing to state an opinion about it</p> <p>ELA.EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.</p> <p>ELA.EE.W.1.3 Select an event and use drawing, dictating, or writing to share information about it.</p>
COMMUNICATION (C) Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.	

PRESENTATIONAL COMMUNICATION Learners will organize and express information in a format appropriate to the audience and purpose.	
1.C.1 Describe people, places, things, and events with relevant details, expressing their ideas orally to a targeted audience (e.g., peers and adults).	ELA.EE.SL.1.4 Identify familiar people, places, things, and events.
1.C.2 Speak audibly in complete sentences to express thoughts, feelings, and ideas.	ELA.EE.SL.1.6 With guidance and support, provide more information to clarify ideas, thoughts, and feelings.
1.C.3 Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships.	ELA.EE.L.1.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.
1.C.4 Use grade-appropriate conversational, general academic, and domain-specific words and phrases.	ELA.EE.SL.1.1 Participate in conversations with adults. a. Engage in multiple-turn exchanges with supportive adults. b. Build on comments or topics initiated by an adult. c. Uses one or two words to ask questions related to personally relevant topics
COLLABORATION Learners will work effectively with their peers to accomplish a common goal or purpose	
1.C.6 Participate in conversations by listening to others and taking turns speaking about topics, continuing through multiple exchanges.	ELA.EE.SL.1.1 Participate in conversations with adults. a. Engage in multiple-turn exchanges with supportive adults. b. Build on comments or topics initiated by an adult ELA.EE.SL.1.3 Communicate confusion or lack of understanding ("I don't know.").
1.C.7 Work collaboratively by following agreed-upon rules and simple two- and three-step oral directions and offering one- and two-step directions.	ELA.EE.SL.1.1 Participate in conversations with adults. a. Engage in multiple-turn exchanges with supportive adults.
READING (R) Learners will comprehend, analyze, and literary and informational texts in	

various formats, genres, and levels of complexity.	
COMPREHENSION Learners will read to understand various complex literary and informational texts.	
1.R.2 Ask and answer questions about a variety of texts, genres, photographs, or illustrations before, during, and after shared reading or other text-listening experiences to compare, contrast, predict, or infer.	<p>ELA.EE.RL.1.1 Identify details in familiar stories.</p> <p>ELA.EE.RL.1.7 Identify illustrations or objects/factual information that go with a familiar story</p> <p>ELA.EE.RI.1.1 Identify details in familiar text.</p> <p>ELA.EE.RI.1.6 Distinguish between words and illustrations in a text.</p> <p>ELA.EE.SL.1.1 Participate in conversations with adults.</p> <p>b. Uses one or two words to ask questions related to personally relevant topics.</p> <p>LA.EE.SL.1.2 During shared reading activities, answer questions about details presented orally or through other media.</p>
1.R.3a Identify the topic of an informational text, photograph, or illustration during or after a shared reading or other text-listening experience.	<p>ELA.EE.RI.1.2 With guidance and support, identify details related to the topic of a text.</p> <p>ELA.EE.RI.1.5 Locate the front cover, back cover, and title page of a book.</p>
1.R.3b Identify characters, setting, and plot in a literary text during or after a shared reading or other text listening experience.	<p>ELA.EE.RI.1.2 With guidance and support, identify details related to the topic of a text.</p> <p>ELA.EE.RI.1.3 Identify individuals, events, or details in a familiar informational text.</p> <p>ELA.EE.RI.1.5 Locate the front cover, back cover, and title page of a book.</p>
1.R.5 Determine the meaning of unknown and multiple-meaning words and phrases through readalouds or other text-listening experiences.	<p>ELA.EE.L.1.4 Demonstrate emerging knowledge of word meanings.</p> <p>ELA.EE.RI.1.4 With guidance and support, ask a reader to clarify the meaning of a word in a text.</p>
TEXT ANALYSIS Learners will analyze, interpret, and evaluate complex literary and informational texts in varying genres and formats.	
1.R.6 Recognize basic text features (table of contents, headings, captions, diagrams,	ELA.EE.RI.1.5 Locate the front cover, back cover, and title page of a book.

bold/underlined words) during or after a shared reading or other text-listening experience.	
1.R.8 Use a variety of fiction texts. a. Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience. b. Compare and contrast the adventures and experiences of characters in stories during or after a shared reading or other text-listening experience	<p>ELA.EE.RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story.</p> <p>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>ELA.EE.RL.1.9 With guidance and support identify adventures or experiences of characters in a story as same or different.</p>
WRITING (W) Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats	
TEXT TYPES AND STRUCTURE Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.	
1.W.1 Produce writing through shared and interactive experiences in which the development and organization are appropriate to the task, purpose, or audience.	<p>ELA.EE.W.1.7 With guidance and support, participate in shared research and writing projects.</p> <p>ELA.EE.W.1.8 With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.</p>
1.W.3 Write informative pieces that include details about the topic.	ELA.EE.W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.
1.W.4 Write opinion pieces on a topic using a reason to support the opinion.	ELA.EE.W.1.1 Select a familiar book and use drawing, dictating, or writing to state an opinion about it.
1.W.5 Write narrative pieces that describe a single event with a beginning, middle, and end.	ELA.EE.W.1.3 Select an event and use drawing, dictating, or writing to share information about it.
WRITING PROCESS AND CRAFT Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.	
1.W.6 Develop and strengthen writing utilizing the five steps appropriate to the task. a. Planning: Generate ideas and plan (For example, Teacher structured oral rehearsal, graphic organizer, peer feedback) b. Drafting: Develop writing from the planning process c. Revising: Improve writing by adding more details or deleting unnecessary wording or information d. Editing: Improve writing by using appropriate grade-level spelling, sentence	ELA.EE.W.1.5 With guidance and support from adults, add more information to own drawing, dictation, or writing to strengthen it.

writing, and grammar standards e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece	
1.W.7 Produce writing with emotion or personality expressed through word choice	ELA.EE.W.1.5 With guidance and support from adults, add more information to own drawing, dictation, or writing to strengthen it.
LANGUAGE USAGE (L) Learners will integrate appropriate language and style to ensure effective readability in writing	
1.L.1 Compose simple sentences. a. Begin with a capital letter and capitalize proper names, months, and days of the week. b. Conclude with a period, question mark, or exclamation mark.	ELA.EE.L.1.2 Demonstrate emerging understanding of conventions of standard English. b. With guidance and support during shared writing, put a period at the end of a sentence.
1.L.2 Recognize and use parts of speech in sentences. a. nouns as concrete objects (e.g., people, places, and things) b. regular plural nouns c. present-tense verbs as actions d. color, size, and number adjectives e. the pronouns I, me, you, and we f. the conjunctions and, or, and but	ELA.EE.L.1.1 Demonstrate emerging understanding of letter and word use. a. Write letters from own name. b. Use frequently occurring nouns in communication. c. Use frequently occurring plural nouns in communication. d. With guidance and support, use familiar personal pronouns (e.g., I, me, and you). e. Use familiar present tense verbs. f. With guidance and support, use familiar frequently occurring adjectives (e.g., big, hot). g. Not applicable h. Not applicable i. With guidance and support, use common prepositions(e.g., on, off, in, out). j. With guidance and support, use simple question words (interrogatives) (e.g., who, what).

Grade 2

2023 ELA Standards	Dynamic Learning Maps Essential Elements
FOUNDATIONS OF LITERACY (F) Learners will apply foundational reading and writing skills by working with sounds, letters,	
PHONICS AND WORD STUDY Learners will decode, encode, and connect meaning to word parts and words	
2.F.8 Decode words with phonemegrapheme correspondences: a. vowel teams b. diphthongs c. three consonant blends d. other r-controlled	ELA.EE.RF.2.3 Demonstrate emerging use of letter-sound knowledge to read words.

e. silent e in multisyllabic words f. r-controlled in multisyllabic words g. vowel team in multisyllabic words h. consonant le i. homophones j. irregularly spelled highfrequency words k. silent letter combinations l. schwa m. common derivational suffixes (e.g., -ly, -ful, -able)	b. Identify letter sound correspondence for single consonants. c. Not applicable d. Not applicable e. Not applicable f. Recognize 10 or more written words
2.F.9 Encode words with phonemegrapheme correspondences: a. closed and open syllables b. vowel teams c. soft and hard c and g; s as /z/ d. r-controlled e. prefixes and suffixes f. functions of y g. contractions h. irregularly spelled highfrequency word	ELA.EE.L.2.2 Demonstrate emerging understanding of conventions of standard English. a. With guidance and support, capitalize the first letter of familiar names d. Identify printed rhyming words with the same spelling pattern. e. Consult print in the environment to support reading and spelling.
2.F.10 Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., synonyms, antonyms, homophones, homographs).	ELA.EE.L.2.4 Demonstrate knowledge of word meanings. d. Identify the words comprising compound words.
2.F.11 Use new academic, contentspecific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge. a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.	ELA.EE.L.2.4 Demonstrate knowledge of word meanings. ELA.EE.L.2.5 Demonstrate understanding of word relationships and use. a. Identify real-life connections between words and their use (e.g., happy: "I am happy."). b. Demonstrate understanding of the meaning of common verbs.
FLUENCY Learners will read with sufficient accuracy, rate, and expression to support comprehension.	
2.F.12 Read accurately and automatically a variety of secondgrade texts with expression, phrasing, purpose, and understanding. *NOTE: Refer to grade level Foundation and Reading Standards to assist with text selection.	ELA.EE.RF.2.4 Attend to words in print. a. Read familiar text comprised of known words.
FOUNDATIONS OF WRITING Learners will write complete sentences and paragraphs.	
2.F.13 Write uppercase and lowercase letters accurately and automatically for all writing purposes.	ELA.EE.L.1.2 Demonstrate emerging understanding of conventions of standard English.
2.F.14 Write a paragraph including multiple complete sentences on a topic. (Example structures for an organization may include, but	ELA.EE.W.2.1 Select a book and write, draw, or dictate to state an opinion about it.

are not limited to, summary, disciplinary literacy response, opinion, or informative.)	<p>ELA.EE.W.2.2 Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.</p> <p>ELA.EE.W.2.3 Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.</p>
COMMUNICATION (C) Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.	
PRESENTATIONAL COMMUNICATION Learners will organize and express information in a format appropriate to the audience and purpose.	
2.C.1 Report on a topic or text, tell a story or recount an experience to a targeted audience with relevant facts and descriptive details.	ELA.EE.SL.2.4 Identify a photograph or object that reflects a personal experience and tell one detail about it.
2.C.2 Speak audibly in complete sentences when appropriate to the task and situation to provide requested detail or clarifications.	ELA.EE.SL.2.6 Combine words when communicating to provide clarification.
2.C.3 Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using adjectives and adverbs to describe.	ELA.EE.L.2.6 Use words acquired through conversations, being read to, and during shared reading activities.
2.C.4 Use grade-appropriate conversational, general academic, and domain-specific words and phrases.	ELA.EE.L.2.6 Use words acquired through conversations, being read to, and during shared reading activities.
COLLABORATION Learners will work effectively with their peers to accomplish a common goal or purpose	
2.C.6 Participate in collaborative conversations by linking comments to the remarks of others and asking questions.	<p>ELA.EE.SL.2.1 Participate in conversations with adults and peers.</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>ELA.EE.SL.2.3 Answer questions about the details provided by the speaker.</p>
2.C.7 Work collaboratively by following agreed-upon rules and following/offering multi-step oral directions.	ELA.EE.SL.2.1 Participate in conversations with adults and peers. a. Engage in multiple-turn exchanges with peers with support from an adult.
READING (R) Learners will comprehend, analyze, and literary and informational texts in various formats, genres, and levels of complexity.	

COMPREHENSION Learners will read to understand various complex literary and informational texts.	
2.R.1 Comprehend information during and after listening to a gradelevel text.	ELA.EE.SL.2.2 During shared reading activities, ask and answer questions about details presented orally or through other media.
2.R.2 Ask and answer questions about key details before, during, and after reading a variety of literary and informational texts to compare, contrast, predict, or infer.	<p>ELA.EE.RL.2.1 Answer who and where questions to demonstrate understanding of details in a familiar text.</p> <p>ELA.EE.RL.2.2 Using details from the text, recount events from familiar stories from diverse cultures.</p> <p>ELA.EE.RI.2.1 Answer who and what questions to demonstrate understanding of details in a familiar text.</p> <p>ELA.EE.RI.2.3 Identify individuals, events, or details in an informational text.</p>
2.R.3a Identify the main idea with some supporting details during or after reading an informational text or passage.	<p>ELA.EE.RI.2.2 Identify the topic of the text.</p> <p>ELA.EE.RI.2.6 Identify the role of the author and the illustrator.</p> <p>ELA.EE.RI.2.8 Identify points the author makes in an informational text.</p> <p>ELA.EE.RL.2.2 Using details from the text, recount events from familiar stories from diverse cultures.</p>
2.R.3b Retell the plot to include the beginning, middle, and end of a literary text after reading.	<p>ELA.EE.RL.2.2 Using details from the text, recount events from familiar stories from diverse cultures.</p> <p>ELA.EE.RL.2.5 Determine the beginning and ending of a familiar story with a logical order.</p> <p>ELA.EE.RL.2.7 Identify illustrations or objects/tactual information in print or digital text that depict characters.</p>
TEXT ANALYSIS Learners will analyze, interpret, and evaluate complex literary and informational texts in varying genres and formats.	
2.R.6 Identify text features (timeline, maps/legends, graphs/charts, subheadings) and use previously learned text features (table of contents, headings, captions, diagrams,	<p>ELA.EE.RI.2.5 Identify details in informational text or its graphic representations.</p> <p>ELA.EE.RI.2.7 Identify illustrations or objects/tactual information that go with a text.</p>

bold/underlined words) to read and understand a text or passage.	
2.R.8 Use a variety of fiction and poetry texts. a. Describe characters' feelings or traits during or after listening to a story. b. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) or the same type of poem by different authors or from different cultures after listening to a story or poem.	<p>ELA.EE.RL.2.3 Identify the actions of the characters in a story.</p> <p>ELA.EE.RL.2.4 Use rhyming or repetition to identify words that meaningfully complete a familiar story, poem, or song.</p> <p>ELA.EE.RL.2.6 Identify the speakers in a dialogue.</p> <p>ELA.EE.RL.2.9 Identify similarities between two episodes in a story.</p>
WRITING (W) Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats	
TEXT TYPES AND STRUCTURE Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.	
2.W.1 Produce writing appropriate to the task, purpose, or audience.	ELA.EE.W.2.2 Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.
2.W.2 Write using an organizational structure that introduces a topic, includes supporting sentences, and provides a sense of closure.	ELA.EE.W.2.2 Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.
2.W.3 Write informative pieces that include factual details on the topic.	ELA.EE.W.2.2 Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.
2.W.4 Write opinion pieces on a topic using reasons to support the opinion.	ELA.EE.W.2.1 Select a book and write, draw, or dictate to state an opinion about it.
2.W.5 Write narrative pieces that describe a well-elaborated event in sequence.	ELA.EE.W.2.3 Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.
WRITING PROCESS AND CRAFT Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.	
2.W.6 Develop and strengthen writing utilizing the five steps appropriate to task. a. Planning: Generate ideas and plan (For example: orally rehearse, graphic organizer, peer feedback). b. Drafting: Develop writing from the planning process. c. Revising: Improve writing by adding more details or deleting unnecessary wording or information. d. Editing: Improve writing by using appropriate grade level spelling, sentence writing, and grammar standards. e. Presentation/Publishing: Produce a final draft	<p>ELA.EE.W.2.5 With guidance and support from adults and peers, add more information to own drawing, dictation, or writing to strengthen the message.</p> <p>ELA.EE.L.2.3 Use language to achieve desired outcomes when communicating. a. Use symbolic language when communicating.</p>

that meets the task, purpose, or audience of the writing piece	
2.W.7 Write with intentional word choice that integrates emotions or descriptive language.	ELA.EE.L.2.3 Use language to achieve desired outcomes when communicating. a. Use symbolic language when communicating.
LANGUAGE USAGE (L) Learners will integrate appropriate language and style to ensure effective readability in writing	
2.L.1 Compose simple and compound sentences. a. Begin with a capital letter, and capitalize proper names, holidays, months, and days of the week. b. Conclude with appropriate punctuation, including the period, question mark, or exclamation mark.	ELA.EE.L.2.2 Demonstrate emerging understanding of conventions of standard English. a. With guidance and support, capitalize the first letter of familiar names. b. Not applicable c. Not applicable d. Identify printed rhyming words with the same spelling pattern. e. Consult print in the environment to support reading and spelling.
2.L.2 Recognize and use parts of speech in sentences, including: a. common, proper, and irregular plural nouns b. tenses of verbs (e.g., past, present, future) c. the simple subject and simple predicate of a sentence d. descriptive adjectives and articles (e.g., a, an, the) as adjectives e. singular and plural personal pronouns and the nouns they replace. f. the conjunctions and, or, but	ELA.EE.L.2.1 Demonstrate understanding of letter and word use. a. Produce all upper case letters. b. Use common nouns (e.g., mom, dad, boy, girl) in communication. c. Use frequently occurring pronouns to refer to self and others (e.g., we, they, him, her, them). d. Use frequently occurring verbs. e. Use frequently occurring adjectives. f. Combine two or more words together in communication.
INQUIRY AND RESEARCH (IR) Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution	
2.IR.2 Locate important information on a topic in a provided source during a shared or interactive experience.	ELA.EE.W.2.7 Participate in shared research and writing projects. ELA.EE.W.2.8 Identify information related to personal experiences and answer simple questions about those experiences.
2.IR.3 Use organizational tools to track information from a provided pair of sources relevant to a topic in a shared or interactive experience.	ELA.EE.W.2.7 Participate in shared research and writing projects.

Grade 3

2023 ELA Standards	Dynamic Learning Maps Essential Elements
FOUNDATIONS OF LITERACY (F) Learners will apply foundational reading and writing skills by working with sounds, letters,	
PHONICS AND WORD STUDY Learners will decode, encode, and connect meaning to word parts and words	
3.F.8 Decode words with phonemegrapheme correspondences including: a. multisyllabic word construction and division • open syllables • closed syllables • complex closed syllables • long vowel VCe • vowel-r syllables • vowel team syllables • consonant –le syllables • syllable division principles (VC.CV, V.CV, etc.) b. inflectional endings c. Latin and Greek roots	ELA.EE.RF.3.3 Use letter-sound knowledge to read words. a. In context, demonstrate basic knowledge of letter-sound correspondences. b. With models and supports, decode single-syllable words with common spelling patterns (consonant-vowelconsonant [CVC] or high-frequency rimes). c. Not applicable d. Recognize 40 or more written words
3.F.9 Encode words with phonemegrapheme correspondences, including: a. vowel teams b. diphthongs c. three consonant blends d. other r-controlled e. silent letter combinations f. less common digraphs (e.g., ph(/f/), gh (/f/), ch (/k/ and /sh/) g. trigraphs h. schwa i. common derivational suffixes (e.g., -ly, -able, -ful) j. irregularly spelled highfrequency words	ELA.EE.RF.3.3 Use letter-sound knowledge to read words. a. In context, demonstrate basic knowledge of letter-sound correspondences. b. With models and supports, decode single-syllable words with common spelling patterns (consonant-vowelconsonant [CVC] or high-frequency rimes). c. Not applicable d. Recognize 40 or more written words
3.F.10 Determine the meaning of multiple-meaning words and phrases, choosing from a range of strategies with varying texts (e.g., synonyms, antonyms, homophones, homographs).	ELA.EE.RF.3.4 Read words in text. a. Read familiar text comprised of known words. b. Not applicable c. Use context to determine missing words in familiar texts.
3.F.11 Use new academic, contentspecific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge. a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.	ELA.EE.RF.3.3 Use letter-sound knowledge to read words. a. In context, demonstrate basic knowledge of letter-sound correspondences. b. With models and supports, decode single-syllable words with common spelling patterns (consonant-vowelconsonant [CVC] or high-frequency rimes). c. Not applicable d. Recognize 40 or more written words.
FLUENCY Learners will read with sufficient accuracy, rate, and expression to support comprehension.	
3.F.12 Read accurately and automatically a variety of thirdgrade texts with expression, phrasing, purpose, and understanding. *NOTE: Refer to grade level Foundation and Reading Standards to assist with text selection.	ELA.EE.RF.3.4 Read words in text. a. Read familiar text comprised of known words. b. Not applicable c. Use context to determine missing words in familiar texts.
FOUNDATIONS OF WRITING Learners will write complete sentences and paragraphs.	

<p>3.F.14 Write an organized paragraph that includes a topic sentence, supporting sentences, and a concluding sentence. (Example structures for an organization may include, but are not limited to, summary, disciplinary literacy response, opinion, or informative).</p>	<p>ELA.EE.W.3.4 With guidance and support, produce writing that expresses more than one idea.</p> <p>ELA.EE.W.3.5 With guidance and support from adults and peers, revise own writing.</p> <p>ELA.EE.W.3.6 With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.</p> <p>ELA.EE.W.3.7 Identify information about a topic for a research project.</p> <p>ELA.EE.W.3.8 Sort information on a topic or personal experience into two provided categories and write about each one.</p> <p>ELA.EE.W.3.10 Write routinely for a variety of tasks, purposes, and audiences.</p>
<p>COMMUNICATION (C) Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</p>	
<p>PRESENTATIONAL COMMUNICATION Learners will organize and express information in a format appropriate to the audience and purpose.</p>	
<p>3.C.1 Report relevant facts and descriptive details of a topic, text, story, or experience for a targeted audience.</p>	<p>ELA.EE.SL.3.1 Engage in collaborative discussions. a. Engage in collaborative interactions about texts. b. Listen to others' ideas before responding. c. Indicate confusion or lack of understanding about information presented. d. Express ideas clearly.</p> <p>ELA.EE.SL.3.3 Ask or answer questions about the details provided by the speaker.</p>
<p>3.C.2 Speak audibly in complete sentences using proper eye contact and volume to express thoughts, feelings, and ideas.</p>	<p>ELA.EE.SL.3.2 Identify details in a text read aloud or information presented orally or through other media</p>
<p>3.C.4 Use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p>	<p>ELA.EE.L.3.6 Demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later).</p>
<p>COLLABORATION Learners will work effectively with their peers to accomplish a common goal or purpose</p>	

3.C.6 Engage in conversations by using active listening skills by asking and answering questions.	ELA.EE.SL.3.1 Engage in collaborative discussions. a. Engage in collaborative interactions about texts. b. Listen to others' ideas before responding. c. Indicate confusion or lack of understanding about information presented. d. Express ideas clearly.
3.C.7 Engage collaboratively by following agreed-upon rules	ELA.EE.SL.3.1 Engage in collaborative discussions. b. Listen to others' ideas before responding
READING (R) Learners will comprehend, analyze, and literary and informational texts in various formats, genres, and levels of complexity.	
COMPREHENSION Learners will read to understand various complex literary and informational texts.	
3.R.1 Comprehend information during and after listening to a grade-level text. *Refer to other grade-level standards to support comprehension.	ELA.EE.SL.3.2 Identify details in a text read aloud or information presented orally or through other media.
3.R.2 Ask and answer questions about key details before, during, and after reading a variety of genres, literary, and informational texts using text evidence to compare, contrast, predict, and infer.	ELA.EE.SL.3.3 Ask or answer questions about the details provided by the speaker.
3.R.3a Summarize the main idea(s) with supporting details during or after reading an informational text or passage.	ELA.EE.RI.3.2 Identify details in a text.
3.R.3b Summarize the story by including major story elements after reading a literary text or passage.	ELA.EE.RL.3.2 Associate details with events in stories from diverse cultures.
3.R.5 Determine the meaning of unknown and multi-meaning words within a text.	ELA.EE.L.3.4 Demonstrate knowledge of word meanings. a. With guidance and support, use sentence level context to determine what word is missing from a sentence read aloud. ELA.EE.L.3.5 Demonstrate understanding of word relationships and use. a. Determine the literal meaning of words and phrases in context. ELA.EE.RL.3.4 Determine words and phrases that complete literal sentences in a text.
TEXT ANALYSIS Learners will analyze, interpret, and evaluate complex literary and informational texts in varying genres and formats.	

3.R.6 Use text features (e.g., glossary, index, sidebars) and previously learned text features (e.g., timeline, maps/legends, graphs/charts, subheadings, table of contents, headings, captions, diagrams, bold/underlined words) to read and understand a text or passage	ELA.EE.RI.3.7 Use information gained from visual elements and words in the text to answer explicit who and what questions.
3.R.7 Identify examples of literary devices: a. personification b. hyperbole c. simile d. alliteration e. onomatopoeia.	ELA.EE.L.3.2 Demonstrate understanding of conventions of standard English. a. Capitalize the first letter of familiar names. b. During shared writing, indicate the need to add a period at the end of a sentence. c. Not applicable d. Not applicable e. Use resources as needed to spell common highfrequency words accurately. f. Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern. g. Consult print in the environment to support reading and spelling.
3.R.8 Analyze a variety of fiction and poetry texts. a. Describe characters' feelings, traits, motivations, and actions after reading a story. b. Compare and contrast the elements of stories and poems (e.g., characters, settings, plots, stanzas, verses).	ELA.EE.RL.3.3 Identify the feelings of characters in a story. ELA.EE.RL.3.7 Identify parts of illustrations or tactual information that depict a particular setting, or event. ELA.EE.RL.3.9 Identify common elements in two stories in a series.
3.R.9 Determine the most important points and key details presented in two nonfiction texts on the same topic.	ELA.EE.RI.3.8 Identify two related points the author makes in an informational text. ELA.EE.RI.3.9 Identify similarities between two texts on the same topic.
WRITING (W) Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats	
TEXT TYPES AND STRUCTURE Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.	
3.W.1 Produce writing that is organized appropriately to the task, purpose, or audience.	LA.EE.W.3.4 With guidance and support, produce writing that expresses more than one idea.
3.W.2 Write using an organizational structure that incorporates a topic sentence, body, and a concluding statement appropriate to the task	LA.EE.W.3.4 With guidance and support, produce writing that expresses more than one idea.
3.W.3 Write organized informative pieces that include factual details on the topic.	ELA.EE.W.3.2 Write to share information supported by details. a. Select a topic and write about it including one fact or detail.

3.W.4 Write organized opinion pieces on a topic using evidence to support the opinion.	<p>ELA.EE.W.3.1 Write opinions about topics or text.</p> <ul style="list-style-type: none"> a. Select a text and write an opinion about it. b. Write one reason to support an opinion about a text.
3.W.5 Write narrative pieces that describe a well-elaborated real or imagined event in a sequence that unfolds naturally.	<p>ELA.EE.W.3.3 Write about events or personal experiences.</p> <ul style="list-style-type: none"> a. Select an event or personal experience and write about it including the names of people involved.
WRITING PROCESS AND CRAFT Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.	
3.W.6 Develop and strengthen writing utilizing the five steps appropriate to the task and purpose. a. Planning: Generate ideas and plan (For example: orally rehearse, mentally reflect, graphic organizer, peer feedback) b. Drafting: Develop writing from the planning process c. Revising: Improve writing by adding more details or deleting unnecessary wording or information. d. Editing: Improve writing by using appropriate grade-level spelling, sentence writing, and grammar standards. e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece	<p>ELA.EE.W.3.5 With guidance and support from adults and peers, revise own writing.</p> <p>ELA.EE.L.3.3 Use language to achieve desired outcomes when communicating.</p> <ul style="list-style-type: none"> a. Use language to make simple requests, comment, or share information.
3.W.7 Write with intentional word choice that integrates emotion or descriptive language to develop visual imagery for the reader.	<p>ELA.EE.L.3.3 Use language to achieve desired outcomes when communicating.</p> <ul style="list-style-type: none"> a. Use language to make simple requests, comment, or share information.
LANGUAGE USAGE (L) Learners will integrate appropriate language and style to ensure effective readability in writing	
3.L.1 Compose simple and compound declarative, interrogative, imperative, and exclamatory sentences. a. Begin with a capital letter, and capitalize titles of respect, words in titles, and geographical names. b. Use periods with declarative and imperative sentences, question marks with interrogative sentences and exclamation points with exclamatory sentences. c. Use commas before a coordinating conjunction and to separate individual words in a series.	<p>ELA.EE.L.3.2 Demonstrate understanding of conventions of standard English. a. Capitalize the first letter of familiar names. b. During shared writing, indicate the need to add a period at the end of a sentence. c. Not applicable d. Not applicable e. Use resources as needed to spell common highfrequency words accurately. f. Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern. g. Consult print in the environment to support reading and spelling</p>

3.L.2 Recognize and use parts of speech in sentences: a. concrete, abstract, and possessive nouns b. different types of verbs (i.e., action, linking, helping) and their roles in a sentence c. the complete subject and complete predicate of a sentence d. possessive adjectives e. prepositions f. coordinating conjunctions (i.e., for, and, nor, but, or, yet, so) g. -ly adverbs	ELA.EE.L.3.2 Demonstrate understanding of conventions of standard English. a. Capitalize the first letter of familiar names. b. During shared writing, indicate the need to add a period at the end of a sentence. c. Not applicable d. Not applicable e. Use resources as needed to spell common highfrequency words accurately. f. Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern. g. Consult print in the environment to support reading and spelling
INQUIRY AND RESEARCH (IR) Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution	
3.IR.1 Choose a topic of interest to research.	ELA.EE.W.3.7 Identify information about a topic for a research project.
3.IR.2 Locate relevant information on a topic from a provided credible source or database.	ELA.EE.W.3.7 Identify information about a topic for a research project.
3.IR.3 Use organizational tools to track information from a provided credible source relevant to a topic.	ELA.EE.W.3.8 Sort information on a topic or personal experience into two provided categories and write about each one
3.IR.4 Identify a fact or an opinion based on information provided by the author	ELA.EE.W.3.7 Identify information about a topic for a research project.

Grade 4

2023 ELA Standards	Dynamic Learning Maps Essential Elements
FOUNDATIONS OF LITERACY (F) Learners will apply foundational reading and writing skills by working with sounds, letters,	
PHONICS AND WORD STUDY Learners will decode, encode, and connect meaning to word parts and words	
4.F.8 Decode words using the combined knowledge of syllabication patterns and morphology in context and out of context including: a. multisyllabic word construction and division that includes: • open syllables • closed syllables • complex closed syllables • long vowel: VCe • vowel-r syllables • vowel team syllables • consonant –le syllables • syllable division principles (VC/CV, V/CV, etc.) b. inflectional endings c. Latin and Greek roots.	ELA.EE.RF.4.3 Use letter-sound knowledge to read words. a. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words. b. Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or highfrequency rimes).
4.F.9 Encode words using the combined knowledge of syllabication patterns and	ELA.EE.L.4.2 Demonstrate understanding of conventions of standard English.

<p>morphology in context and out of context including: a. multisyllabic word construction and division that includes: • open syllables • closed syllables • complex closed syllables • long vowel: VCe • vowel-r syllables • vowel team syllables • consonant –le syllables • syllable division principles (VC/CV, V/CV, etc.) b. common Latin roots c. inflectional and derivational endings d. schwa</p>	<p>a. Capitalize the first word in a sentence. d. Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns</p>
<p>4.F.10 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies with varying texts (e.g., synonyms, antonyms, homophones, and homographs).</p>	<p>LA.EE.L.4.4 Demonstrate knowledge of word meanings b. Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks). ELA.EE.L.4.5 Demonstrate understanding of word relationships and use. c. Demonstrate understanding of opposites.</p>
<p>4.F.11 Accurately interpret general academic and domain-specific words and phrases.</p>	<p>ELA.EE.L.4.4 Demonstrate knowledge of word meanings. ELA.EE.L.4.6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.</p>
<p>FLUENCY Learners will read with sufficient accuracy, rate, and expression to support comprehension.</p>	
<p>4.F.12 Read accurately and automatically a variety of fourthgrade texts with expression, phrasing, purpose, and understanding. *NOTE: Refer to grade level Foundation and Reading Standards to assist with text selection.</p>	<p>ELA.EE.RF.4.4 Read words in text. a. Read text comprised of familiar words with accuracy and understanding. b. Not applicable c. Use letter knowledge and context to support word recognition when reading</p>
<p>FOUNDATIONS OF WRITING Learners will write complete sentences and paragraphs.</p>	
<p>4.F.14 Write an organized paragraph that includes a topic sentence, multiple supporting sentences, and a concluding sentence. (Example structures for an organization may include but are not limited to, summary, disciplinary literacy response, compare/contrast, cause and effect, problem and solution, or opinion or informative structures for organization).</p>	<p>ELA.EE.W.4.4 Produce writing that expresses more than one idea. ELA.EE.W.4.5 With guidance and support from adults and peers, plan before writing and revise own writing. ELA.EE.W.4.6 With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others</p>

	<p>ELA.EE.W.4.7 Gather information about a topic from two or more sources for a research project.</p> <p>ELA.EE.W.4.8 Recall and sort information from personal experiences or a topic into given categories.</p> <p>ELA.EE.W.4.10 Write routinely for a variety of tasks, purposes, and audiences</p>
COMMUNICATION (C) Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.	
PRESENTATIONAL COMMUNICATION Learners will organize and express information in a format appropriate to the audience and purpose.	
4.C.1 Organize and present information as an individual and group for a formal and informal audience	<p>ELA.EE.SL.4.4 Retell a story or personal experience or recount a topic with supporting details.</p> <p>ELA.EE.SL.4.6 Differentiate between communication partners and contexts that call for formal and informal communication.</p>
4.C.2 Present ideas using proper eye contact, body language, and volume in formal and informal situations.	ELA.EE.SL.4.4 Retell a story or personal experience or recount a topic with supporting details.
4.C.4 Use grade-appropriate conversational, general academic, and domain-specific words and phrases	ELA.EE.SL.4.6 Differentiate between communication partners and contexts that call for formal and informal communication
COLLABORATION Learners will work effectively with their peers to accomplish a common goal or purpose	
4.C.6 Engage in a range of discussions by using active listening skills by posing and responding to specific questions.	<p>LA.EE.SL.4.1 Engage in collaborative discussions.</p> <ul style="list-style-type: none"> a. Contribute ideas from prior knowledge of a text during discussions about the same text. b. With guidance and support, carry out assigned role in a discussion. c. Answer specific questions related to information in a discussion. d. Identify the key ideas in a discussion.
4.C.7 Engage collaboratively to accomplish a common goal or purpose.	<p>LA.EE.SL.4.1 Engage in collaborative discussions.</p> <ul style="list-style-type: none"> a. Contribute ideas from prior knowledge of a text during discussions about the same text.

	<ul style="list-style-type: none"> b. With guidance and support, carry out assigned role in a discussion. c. Answer specific questions related to information in a discussion. d. Identify the key ideas in a discussion
READING (R) Learners will comprehend, analyze, and literary and informational texts in various formats, genres, and levels of complexity.	
COMPREHENSION Learners will read to understand various complex literary and informational texts.	
4.R.1 Comprehend information during and after listening to a gradelevel text. *Refer to other grade-level standards to support comprehension.	<p>ELA.EE.SL.4.2 Ask and answer questions about details from a text read aloud or information presented orally or through other media.</p> <p>4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.</p>
4.R.2 Make inferences while reading a variety of genres, literary, and informational texts, providing text evidence.	<p>ELA.EE.RI.4.1 Identify explicit details in an informational text.</p> <p>ELA.EE.RL.4.1 Use details from the text to recount what the text says</p>
4.R.3a Summarize an informational text or passage, stating the main idea(s) and providing supporting details.	<p>ELA.EE.RI.4.2 Identify the main idea of a text when it is explicitly stated.</p> <p>ELA.EE.RI.4.3 Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.</p> <p>ELA.EE.RI.4.7 Answer questions about information presented visually, orally, or quantitatively.</p> <p>ELA.EE.RI.4.8 Identify one or more reasons supporting a specific point in an informational text.</p>
4.R.3b Summarize the story by including major story elements after reading a literary text or passage.	ELA.EE.RL.4.1 Use details from the text to recount what the text says.
4.R.4 Identify a theme based on textual evidence.	ELA.EE.RL.4.2 Identify the theme or central idea of a familiar story, drama or poem.
4.R.5 Determine the meaning of unknown and multiple-meaning words and phrases within a text.	<p>ELA.EE.L.4.4 Demonstrate knowledge of word meanings.</p> <p>a. Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult.</p>
TEXT ANALYSIS Learners will analyze, interpret, and evaluate complex literary and	

informational texts in varying genres and formats.	
4.R.6 Determine the structure of an informational text. a. compare/contrast b. cause/effect c. problem/solution d. description e. sequential	ELA.EE.RI.4.5 Identify elements that are characteristic of informational texts.
4.R.7 Identify and use literary devices: a. metaphor b. idiom c. personification d. hyperbole e. simile f. alliteration g. onomatopoeia	ELA.EE.L.4.5 Demonstrate understanding of word relationships and use. a. Use common idioms (e.g., no way, not a chance, you bet). ELA.EE.RL.4.4 Determine the meaning of words in a text.
4.R.8 Analyze a variety of fiction and poetry texts. a. Describe characters' feelings, traits, motivations, actions, and points of view after reading a literary story. b. Compare and contrast similar themes, topics, and patterns of events in fiction stories and poetry (e.g., myths or traditional literature from different cultures).	ELA.EE.RL.4.3 Use details from the text to describe characters in the story. ELA.EE.RL.4.5 Identify elements that are characteristic of stories. ELA.EE.RL.4.6 Identify the narrator of a story. ELA.EE.RL.4.7 Make connections between the text representation of a story and a visual, tactual, or oral version of a story. ELA.EE.RL.4.9 Compare characters, settings or events in stories, myths or texts from different cultures.
4.R.9 Integrate information from two texts on the same topic.	ELA.EE.RI.4.6 Compare own experience with a written account of the experience. ELA.EE.RI.4.9 Compare details presented in two texts on the same topic.
WRITING (W) Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats	
TEXT TYPES AND STRUCTURE Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.	
4.W.1 Produce clear writing in which the development and organization are appropriate to the task, purpose, or audience.	ELA.EE.W.4.4 Produce writing that expresses more than one idea.
4.W.2 Write using an organizational structure that incorporates an introductory paragraph, a body, and a concluding section appropriate to the task.	ELA.EE.W.4.4 Produce writing that expresses more than one idea.
4.W.3 Write organized informative pieces that include factual details on the topic.	ELA.EE.W.4.2 Write to share information supported by details.

	<ul style="list-style-type: none"> a. Select a topic and write about it including related visual, tactual, or multimedia information as appropriate. b. List words, facts, or details related to the topic.
4.W.4 Write organized argumentative pieces on a topic using evidence to support the claim.	<p>ELA.EE.W.4.1 Write opinions about topics or text.</p> <ul style="list-style-type: none"> a. Select a topic or text and write an opinion about it. b. List reasons to support the opinion
4.TS.5 Use narrative techniques (e.g., dialogue, descriptions) to write pieces that describe a well-elaborated real or imagined event in a sequence that unfolds naturally.	<p>ELA.EE.W.4.3 Write about events or personal experiences.</p> <ul style="list-style-type: none"> a. Write about a personal experience including two events in sequence. b. List words that describe an event or personal experience to use when writing about it.
WRITING PROCESS AND CRAFT Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.	
4.W.6 Develop and strengthen writing utilizing the five steps appropriate to the task. a. Planning: Generate ideas and plan (For example: orally rehearse, mentally reflect, graphic organizer, peer feedback) b. Drafting: Develop writing from the planning process c. Revising: Improve writing by adding more details, deleting unnecessary wording or information, and elaborating or combining sentences d. Editing: Improve writing by using appropriate grade-level spelling, sentence writing, and grammar standards. e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.	<p>ELA.EE.W.4.5 With guidance and support from adults and peers, plan before writing and revise own writing.</p> <p>ELA.EE.L.4.3 Use language to achieve desired outcomes when communicating.</p> <ul style="list-style-type: none"> c. Communicate effectively with peers and adults
4.W.7 Write with intentional word choice that integrates emotion or figurative language choices that develop visual imagery for the reader	<p>ELA.EE.L.4.3 Use language to achieve desired outcomes when communicating.</p> <ul style="list-style-type: none"> a. Use language to express emotion.
LANGUAGE USAGE (L) Learners will integrate appropriate language and style to ensure effective readability in writing	
4.L.1 Compose simple and compound declarative, interrogative, imperative, and exclamatory sentences. a. Capitalize proper nouns and adjectives and the first letter of a quotation. b. Use periods with declarative and imperative sentences, question marks with interrogative sentences and exclamation points	<p>ELA.EE.L.4.1 Demonstrate standard English grammar and usage when communicating.</p> <ul style="list-style-type: none"> a. Use possessive pronouns b. Combine common nouns with verbs, nouns, or pronouns in communication. c. Use comparative and superlative adjectives to describe people or objects. e. Use

with exclamatory sentences. c. Use commas to separate individual words in a series and to indicate dialogue. d. Use quotation marks to indicate dialogue.	common prepositions (e.g., to, from, in, out, on, off, by, with) f. Combine three or more words in communication.
4.L.2 Recognize and use parts of speech in sentences: a. irregular possessive nouns (e.g., children's) b. irregular and past participle verbs and verb tense to identify settings, times, and sequences c. subject and verb agreement d. comparative and superlative adjectives e. prepositional phrases f. possessive pronouns and the nouns they replace (i.e., antecedents) g. adverbs of frequency (e.g., always, often, never)	ELA.EE.L.4.1 Demonstrate standard English grammar and usage when communicating. a. Use possessive pronouns. b. Combine common nouns with verbs, nouns, or pronouns in communication. d. Use comparative and superlative adjectives to describe people or objects. e. Use common prepositions (e.g., to, from, in, out, on, off, by, with). f. Combine three or more words in communication. g. Not applicable
INQUIRY AND RESEARCH (IR) Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution	
4.IR.1 Choose a topic of interest and generate several questions about it for research.	ELA.EE.W.4.7 Gather information about a topic from two or more sources for a research project.
4.IR.2 Locate relevant information on a topic from a provided credible source or database.	ELA.EE.W.4.9 Recall information from literary and informational text to support writing. a. Apply Essential Elements of Grade 4 Reading Standards to literature (e.g., "Use details from text to describe a character in a story."). b. Apply Essential Elements of Grade 4 Reading Standards to informational texts (e.g., "Use reasons and evidence supporting point in an informational text.").
4.IR.3 Use organizational tools and a notetaking strategy to track relevant information from a provided credible source on a topic.	ELA.EE.W.4.8 Recall and sort information from personal experiences or a topic into given categories.
4.IR.4 Determine a fact or opinion based on information provided by the author.	ELA.EE.W.4.8 Recall and sort information from personal experiences or a topic into given categories.
4.IR.5 Cite and reference sources with a bibliography page using an approved citation format, avoiding plagiarism.	ELA.EE.W.4.8 Recall and sort information from personal experiences or a topic into given categories.

Grade 5

2023 ELA Standards	Dynamic Learning Maps Essential Elements
FOUNDATIONS OF LITERACY (F) Learners will apply foundational reading and writing skills by working with sounds, letters,	

PHONICS AND WORD STUDY Learners will decode, encode, and connect meaning to word parts and words	
5.F.8 Decode words using the combined knowledge of syllabication patterns and morphology in context and out of context: a. multisyllabic word construction and division that includes: • open syllables • closed syllables • complex closed syllables • long vowel: VCe • vowel-r syllables • vowel team syllables • consonant –le syllables • syllable division principles (VC/CV, V/CV, etc.) b. inflectional endings c. Latin and Greek roots	ELA.EE.RF.5.3 Use letter-sound knowledge to read words. a. Read common sight words and decode single syllable words.
5.F.9 Encode words using the combined knowledge of syllabication patterns and morphology in context and out of context: a. multisyllabic word construction and division that includes: • open syllables • closed syllables • complex closed syllables • long vowel: VCe • vowel-r syllables • vowel team syllables • consonant –le syllables • syllable division principles (VC/CV, V/CV, etc.) b. common Latin and Greek roots c. inflectional and derivational endings d. schwa	ELA.EE.L.5.2 Demonstrate understanding of conventions of standard English.
5.F.10 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies with varying texts (e.g., synonyms, antonyms, homophones, and homographs).	ELA.EE.L.5.4 Demonstrate knowledge of word meanings. a. Use sentence level context to determine which word is missing from a content area text. b. Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks). c. Not applicable ELA.EE.L.5.5 Demonstrate understanding of word relationship and use. c. Demonstrate understanding of words that have similar meanings.
5.F.11 Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in the text, choosing from a range of strategies.	ELA.EE.L.5.6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words. ELA.EE.RI.5.4 Determine the meanings of domain-specific words and phrases.
FLUENCY Learners will read with sufficient accuracy, rate, and expression to support comprehension.	
5.F.12 Read accurately and automatically a variety of fifth-grade texts with expression,	ELA.EE.RF.5.4 Read words in text.

phrasing, purpose, and understanding. *NOTE: Refer to grade-level Foundations or Literacy and Reading standards to assist with text selection.	<p>a. Read text comprised of familiar words with accuracy and understanding.</p> <p>b. Not applicable</p> <p>c. Use context to confirm or self-correct word recognition when reading.</p>
FOUNDATIONS OF WRITING Learners will write complete sentences and paragraphs.	
5. F.14 Write multiple organized paragraphs that include a topic sentence, multiple supporting sentences, and a concluding sentence. (Example structures for an organization may include, but are not limited to, summary, disciplinary literacy response, compare/contrast, cause and effect, problem and solution, or opinion or informative structures for organization).	<p>ELA.EE.W.5.2 Write to share information supported by details. a. Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate. b. Provide facts, details, or other information related to the topic.</p> <p>ELA.EE.W.5.4 Produce writing that is appropriate for an explicitly stated task or purpose.</p>
COMMUNICATION (C) Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.	
PRESENTATIONAL COMMUNICATION Learners will organize and express information in a format appropriate to the audience and purpose.	
5.C.1 Organize and present information as an individual and group for a formal and informal audience.	<p>ELA.EE.SL.5.4 Report on a familiar topic or text or present an opinion including related facts.</p> <p>ELA.EE.SL.5.6 Differentiate between contexts that require formal and informal communication.</p>
5.C.2 Present ideas using proper eye contact, body language, and volume, present ideas in formal and informal situations.	ELA.EE.SL.5.6 Differentiate between contexts that require formal and informal communication.
5.C.4 Use grade-appropriate conversational, general academic, and domain-specific words and phrases.	<p>ELA.EE.L.5.1 Demonstrate standard English grammar and usage when communicating.</p> <p>a. Not applicable</p> <p>b. Form and use the past tense of frequently occurring irregular verbs (e.g., went, sat, ate, told).</p> <p>c. Not applicable</p> <p>d. Not applicable</p> <p>e. Use frequently occurring conjunctions: and, but, or, for, because.</p>
COLLABORATION Learners will work effectively with their peers to accomplish a common goal or purpose	

5.C.6 Engage in a range of discussions by using active listening skills by posing and responding to specific questions to clarify information.	ELA.EE.L.5.1 Demonstrate standard English grammar and usage when communicating. a. Not applicable b. Form and use the past tense of frequently occurring irregular verbs (e.g., went, sat, ate, told). c. Not applicable d. Not applicable e. Use frequently occurring conjunctions: and, but, or, for, because.
5.C.7 Engage collaboratively to accomplish a common goal or purpose.	ELA.EE.L.5.1 Demonstrate standard English grammar and usage when communicating. a. Not applicable b. Form and use the past tense of frequently occurring irregular verbs (e.g., went, sat, ate, told). c. Not applicable d. Not applicable e. Use frequently occurring conjunctions: and, but, or, for, because.
READING (R) Learners will comprehend, analyze, and literary and informational texts in various formats, genres, and levels of complexity.	
COMPREHENSION Learners will read to understand various complex literary and informational texts.	
5.R.1 Comprehend information during and after listening to a grade-level text. *Refer to other grade-level standards to support comprehension.	ELA.EE.SL.5.2 Identify the explicitly stated main idea of a text presented orally or through other media. ELA.EE.SL.5.3 Identify the reasons and evidence supporting a specific point.
5.R.2 Make inferences drawn from the text during and after reading a variety of genres, literary, and informational texts.	ELA.EE.RI.5.1 Identify words in the text to answer a question about explicit information.
5.R.3a Summarize an informational text or passage stating the main idea(s) and providing supporting details.	ELA.EE.RI.5.2 Identify the main idea of a text when it is not explicitly stated. ELA.EE.RI.5.3 Compare two individuals, events, or ideas in a text. ELA.EE.RI.5.8 Identify the relationship between a specific point and supporting reasons in an informational text.
5.R.3b Summarize the story by including major story elements after reading a literary text.	ELA.EE.RL.5.1 Identify words in the text to answer a question about explicit information.
5.R.4 Determine a theme or claim based on textual evidence.	ELA.EE.RL.5.2 Identify the central idea or theme of a story, drama or poem. ELA.EE.RI.5.2 Identify the main idea of a text when it is not explicitly stated.

5.R.5 Determine the meaning of unknown and multiple-meaning words and phrases within a text.	ELA.EE.L.5.4 Demonstrate knowledge of word meanings. a. Use sentence level context to determine which word is missing from a content area text. b. Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks). c. Not applicable
TEXT ANALYSIS Learners will analyze, interpret, and evaluate complex literary and informational texts in varying genres and formats.	
5.R.6 Describe the structure of informational texts: a. compare/contrast b. cause/effect c. problem/solution d. description e. sequential	ELA.EE.RI.5.5 Determine if a text tells about events, gives directions, or provides information on a topic.
5.R.7 Determine how literary devices contribute to the meaning of a text: a. imagery b. metaphor c. idiom d. personification e. hyperbole f. simile g. alliteration h. onomatopoeia	ELA.EE.L.5.5 Demonstrate understanding of word relationship and use. a. Use simple, common idioms (e.g., You bet!, It's a deal., We're cool.). b. Not applicable
5.R.8 Analyze a variety of fiction and poetry texts. a. Describe how an author develops a character's perspective after reading a story. b. Identify the point of view of a story. c. Compare and contrast stories in the same genre and types of poetry on their approaches to similar themes and topics.	LA.EE.RL.5.4 Determine the intended meaning of multimeaning words in a text.
5.R.9 Integrate information from several texts or media on the same informational topics.	ELA.EE.RI.5.9 Compare and contrast details gained from two texts on the same topic.
WRITING (W) Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats	
TEXT TYPES AND STRUCTURE Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.	
5.W.1 Produce clear writing in which the development and organization are appropriate to the task, purpose, or audience.	ELA.EE.W.5.1 Write opinions about topics or text. a. Introduce a topic or text and state an opinion about it. b. Provide reasons to support the opinion.
5.W.2 Write using an organizational structure that incorporates an introductory paragraph, multiple paragraphs (body), and a concluding section appropriate to the task.	ELA.EE.W.5.4 Produce writing that is appropriate for an explicitly stated task or purpose
5.W.3 Write organized informative pieces that include factual details on the topic.	ELA.EE.W.5.2 Write to share information supported by details.

	<p>a. Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate.</p> <p>b. Provide facts, details, or other information related to the topic</p>
5.W.4 Write organized argumentative pieces on a topic using evidence to support the claim.	<p>ELA.EE.W.5.1 Write opinions about topics or text.</p> <p>a. Introduce a topic or text and state an opinion about it.</p> <p>b. Provide reasons to support the opinion.</p>
5.W.5 Use narrative techniques (e.g., dialogue, description, pacing) to write pieces that describe a well-elaborated real or imagined event in a sequence that unfolds naturally.	<p>ELA.EE.W.5.3 Write about events or personal experiences.</p> <p>a. Write about an experience or event including three or more events in sequence.</p>
WRITING PROCESS AND CRAFT Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.	
5.W.6 Develop and strengthen writing utilizing the five steps as appropriate to task, purpose, and audience. a. Planning: Generate ideas and plan (For example: orally rehearse, mentally reflect, graphic organizer, peer feedback) b. Drafting: Develop writing from the planning process c. Revising: Improve writing by adding more details, deleting unnecessary wording or information, elaborating or combining sentences, rearranging sentences for clarity, or evaluating word choice d. Editing: Improve writing by using appropriate grade-level spelling, sentence writing, and grammar standards. e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.	<p>ELA.EE.W.5.5 With guidance and support from adults and peers, plan before writing and revise own writing.</p>
5.W.7 Write with intentional word choice that integrates emotion or figurative language to create a mood for the reader.	<p>ELA.EE.L.5.3 Use language to achieve desired meaning when communicating.</p>
LANGUAGE USAGE (L) Learners will integrate appropriate language and style to ensure effective readability in writing	
5.L.1 Compose simple, compound, and complex sentences. a. Use independent and dependent clauses. b. Use quotation marks to indicate dialogue, quoted material, and titles of works. c. Use capitalization and punctuation mechanics mastered in previous grades.	<p>ELA.EE.L.5.1 Demonstrate standard English grammar and usage when communicating.</p> <p>b. Form and use the past tense of frequently occurring irregular verbs (e.g., went, sat, ate, told).</p>
5.L.2 Recognize and use previous grade levels' parts of speech in simple, compound, and complex sentences. a. Verb tenses (perfect and	<p>ELA.EE.L.5.2 Demonstrate understanding of conventions of standard English.</p>

progressive) b. Relative pronouns c. Correlative conjunctions d. Clauses and phrases	e. Spell untaught word phonetically, drawing on lettersound relationships and common spelling patterns.
INQUIRY AND RESEARCH (IR) Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution	
5.IR.1 Choose a topic of interest and generate a focus question for research.	ELA.EE.W.5.7 Conduct short research projects using two or more sources.
5.IR.2 Locate relevant information from a provided pair of credible sources.	ELA.EE.W.5.7 Conduct short research projects using two or more sources. ELA.EE.RI.5.7 Locate information in print or digital sources.
5.IR.3 Use organizational tools and notetaking strategies to track relevant information from a provided pair of credible sources on a topic.	ELA.EE.W.5.4 Produce writing that is appropriate for an explicitly stated task or purpose. ELA.EE.W.5.5 With guidance and support from adults and peers, plan before writing and revise own writing.
5.IR.4 Identify facts and multiple perspectives from credible sources.	ELA.EE.W.5.8 Gather and sort relevant information on a topic from print or digital sources into given categories. ELA.EE.SL.5.4 Report on a familiar topic or text or present an opinion including related facts.
5.IR.5 Cite and reference sources with a bibliography page using an approved citation format, avoiding plagiarism.	Not Applicable

Grade 6

2023 ELA Standards	Dynamic Learning Maps Essential Elements
COMMUNICATION (C) Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.	
PRESENTATIONAL COMMUNICATION Learners will organize and express information in a format appropriate to the audience and purpose.	
6.C.1 Construct and deliver formal and informal presentations considering the provided	ELA.EE.SL.6.4 Present findings on a topic including descriptions, facts, or details.

audience and purpose, including multimedia components when appropriate.	ELA.EE.SL.6.5 Select an auditory, visual, or tactual display to clarify the information in presentations.
6.C.2 Present ideas using proper eye contact, body language, volume, and pronunciation in formal and informal presentations	ELA.EE.SL.6.4 Present findings on a topic including descriptions, facts, or details. ELA.EE.SL.6.6 Use formal and informal language as appropriate to the communication partner.
COLLABORATION Learners will work effectively with their peers to accomplish a common goal or purpose	
6.C.5 Prepare for discussions by bringing relevant connections to the topic or text.	ELA.EE.SL.6.1 Engage in collaborative discussions. a. Come to discussions prepared to share information.
6.C.6 Engage in a range of discussions and/or debates using active listening skills to be focused and present.	ELA.EE.SL.6.1 Engage in collaborative discussions. b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information. ELA.EE.SL.6.3 Identify the reasons and evidence supporting the claims made by the speaker.
6.C.7 Collaborate cooperatively with peers to accomplish a common goal or purpose.	ELA.EE.W.6.5 With guidance and support from adults and peers, plan before writing and revise own writing. ELA.EE.SL.6.1 Engage in collaborative discussions. 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 contribute information. c. Ask and answer questions specific to the topic, text, or issue under discussion.
READING (R) Learners will comprehend, analyze, and literary and informational texts in various formats, genres, and levels of complexity.	
COMPREHENSION Learners will read to understand various complex literary and informational texts.	

6.R.2 Comprehend a variety of texts while developing inferences and providing supportive textual evidence.	ELA.EE.RL.6.1 Determine what a text says explicitly as well as what simple inferences must be drawn.
6.R.3a Summarize nonfiction texts objectively, including relevant details.	ELA.EE.RL.6.1 Determine what a text says explicitly as well as what simple inferences must be drawn.
6.R.3b Summarize literary texts objectively, including relevant details.	ELA.EE.RL.6.1 Determine what a text says explicitly as well as what simple inferences must be drawn.
6.R.4 Determine main idea(s), claim(s), or theme(s) and provide supporting textual evidence.	<p>ELA.EE.RL.6.2 Identify details in a text that are related to the theme or central idea.</p> <p>ELA.EE.RI.6.2 Determine the main idea of a passage and details or facts related to it.</p> <p>ELA.EE.RI.6.8 Distinguish claims in a text supported by reason.</p>
6.R.5 Determine the meaning of words and phrases used in the text, including figurative, denotative, and connotative meanings.	<p>ELA.EE.L.6.4 Demonstrate knowledge of word meanings.</p> <p>a. Use context to determine which word is missing from a content area text.</p> <p>b. Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking).</p> <p>ELA.EE.L.6.4 Demonstrate knowledge of word meanings.</p> <p>a. Use context to determine which word is missing from a content area text.</p> <p>c. Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking).</p> <p>ELA.EE.L.6.5 Demonstrate understanding of word relationships and use.</p> <p>c. Demonstrate understanding of words by identifying other words with similar and different meanings.</p> <p>ELA.EE.L.6.6 Use general academic and domain-specific words and phrases across contexts</p> <p>ELA.EE.RI.6.4 Determine how word choice changes the meaning of a text.</p>
TEXT ANALYSIS Learners will analyze, interpret, and evaluate complex literary and	

informational texts in varying genres and formats.	
6.R.6 Describe how a paragraph, chapter, stanza, or section fits into the overall structure of a text and contributes to the development of ideas.	<p>ELA.EE.RL.6.5 Determine the structure of a text (e.g., story, poem, or drama).</p> <p>ELA.EE.RI.6.5 Determine how the title fits the structure of the text.</p>
6.R.7 Describe how an author uses figurative language and specific word choice to affect meaning in a text. (Refer to Appendix A for suggested terminology).	<p>ELA.EE.RL.6.4 Determine how word choice changes the meaning in a text.</p> <p>ELA.EE.L.6.5 Demonstrate understanding of word relationships and use.</p> <p>a. Identify the meaning of simple similes (e.g., the man was as big as a tree.).</p>
6.R.8 Analyze a variety of fiction texts using textual evidence for support. a. Describe how characters and the plot develop over the course of a text. b. Identify the point of view and describe how it affects the story. c. Describe how multiple works or genres address the same topic. d. Describe how an author's background and/or the time period affects the telling of a story.	<p>ELA.EE.RL.6.3 Can identify how a character responds to a challenge in a story.</p> <p>ELA.EE.RL.6.6 Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.</p> <p>ELA.EE.RL.6.7 Compare the experience of reading or listening to a written story, drama or poem with the experience of watching video or live performance of the same text.</p> <p>ELA.EE.RL.6.9 Compare and contrast stories, myths, or texts with similar topics or themes.</p>
6.R.9 Analyze a variety of nonfiction texts using textual evidence for support. a. Identify the author's point of view and purpose and describe how it influences the meaning of the text. b. Describe how various authors present information on similar topics	<p>ELA.EE.RI.6.6 Identify words or phrases in the text that describe or show the author's point of view.</p> <p>ELA.EE.RI.6.9 Compare and contrast how two texts describe the same event.</p>
WRITING (W) Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats	
TEXT TYPES AND STRUCTURE Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.	
6.W.1 Produce clear and coherent writing that is organized according to the task, purpose, and audience.	ELA.EE.W.6.4 Produce writing that is appropriate for the task, purpose, or audience.
6.W.2 Write using a clear organizational structure incorporating an introduction, transitions, body paragraph(s), and a conclusion appropriate to the task.	ELA.EE.W.6.4 Produce writing that is appropriate for the task, purpose, or audience.

6.W.3 Write using informative/explanatory techniques to examine and convey complex ideas, concepts, and information utilizing different mediums when appropriate.	<p>ELA.EE.W.6.2 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. b. Provide facts, details, or other information related to the topic. <p>ELA.EE.W.6.6 Use technology, including the Internet, to produce writing while interacting and collaborating with others.</p>
6.W.4 Write using argumentative techniques to develop claims using supporting evidence and logical reasoning.	<p>ELA.EE.W.6.1 Write claims about topics or text.</p> <ul style="list-style-type: none"> a. Write a claim about a topic or text. b. Write one or more reasons to support a claim about a topic or text.
6.W.5 Write using narrative techniques to develop real or imagined experiences or events using well-chosen details and structured event sequences.	<p>ELA.EE.W.6.3 Write about events or personal experiences.</p> <ul style="list-style-type: none"> a. Write a narrative about a real or imagined experience introducing the experience and including two or more events c. Not applicable c. Use words that establish the time frame. d. Use words that convey specific details about the experience or event.
WRITING PROCESS AND CRAFT Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.	
6.W.6 Develop and strengthen writing by planning, drafting, revising, and editing to provide clarity to the audience.	<p>ELA.EE.W.6.5 With guidance and support from adults and peers, plan before writing and revise own writing.</p> <p>ELA.EE.L.6.2 Demonstrate understanding of conventions of standard English.</p> <ul style="list-style-type: none"> a. Use question marks at the end of written questions <p>ELA.EE.L.6.3 Use language to achieve desired outcomes when communicating.</p> <ul style="list-style-type: none"> a. Vary use of language when the listener or reader does not understand the initial attempt
6.W.7 Produce writing that uses intentional word choice to match the writing purpose.	ELA.EE.W.6.4 Produce writing that is appropriate for the task, purpose, or audience.

LANGUAGE USAGE (L) Learners will integrate appropriate language and style to ensure effective readability in writing	
6.L.1 Apply language knowledge for specific task, purpose, intention, and audience resolving issues of usage as needed. a. Generate simple, compound, and complex sentences. b. Recognize and correct inappropriate fragments and run-ons. c. Use varying forms of punctuation accurately. d. Follow standard grammar conventions mastered in previous grades.	ELA.EE.L.6.1 Demonstrate standard English grammar and usage when communicating.
INQUIRY AND RESEARCH (IR) Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution	
6.IR.1 Develop a research question based on a given topic, problem, or need.	ELA.EE.W.6.7 Conduct short research projects to answer a question.
6.IR.2 Locate relevant information from a provided set of credible sources.	ELA.EE.W.6.8 Gather information from multiple print and digital sources that relates to a given topic.
6.IR.3 Organize main concepts from provided sources using a given notetaking strategy.	<p>ELA.EE.W.6.9 Use information from literary and informational text to support writing.</p> <p>a. Apply Essential Elements of Grade 6 Reading Standards to literature (e.g., "Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.").</p> <p>b. Apply Essential Elements of Grade 6 Reading Standards to informational texts (e.g., "Can produce an argument by logically organizing the claims and the supporting reasons and evidence.").</p> <p>ELA.EE.RI.6.7 Find similarities in information presented in different media or formats as well as in text.</p> <p>ELA.EE.SL.6.2 Identify information presented in diverse media and formats (e.g., visually, quantitatively, orally) that relates to a topic, text, or issue under study.</p>
6.IR.4 Analyze information from credible sources considering multiple perspectives.	ELA.EE.W.6.8 Gather information from multiple print and digital sources that relates to a given topic.
6.IR.5 Integrate information from sources using a standardized format. a. Reference sources when quoting, paraphrasing, and/or summarizing to avoid plagiarism. b. Generate a	ELA.EE.W.6.8 Gather information from multiple print and digital sources that relates to a given topic.

citation/ bibliography page using a standardized format.	
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Grade 7

2023 ELA Standards	Dynamic Learning Maps Essential Elements
COMMUNICATION (C) Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.	
PRESENTATIONAL COMMUNICATION Learners will organize and express information in a format appropriate to the audience and purpose.	
7.C.1 Construct and deliver formal and informal presentations considering audience and purpose using multimedia components when appropriate.	ELA.EE.SL.7.4 Present findings on a topic including relevant descriptions, facts, or details. ELA.EE.SL.7.5 Select or create audio recordings and visual/tactile displays to emphasize specific points in a presentation.
7.C.2 Present ideas using proper eye contact, body language, volume, and pronunciation in formal and informal presentations	ELA.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.
COLLABORATION Learners will work effectively with their peers to accomplish a common goal or purpose	
7.C.5 Prepare for discussions by finding relevant and specific connections to the topic or text.	ELA.EE.SL.7.1 Engage in collaborative discussions. a. Come to discussions prepared to share information.
7.C.6 Engage in a range of discussions and/or debates. a. Use active listening skills to stay focused and present. b. Reference others' ideas and/or connections to a text.	ELA.EE.SL.7.1 Engage in collaborative discussions. 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.
7.C.7 Collaborate cooperatively with peers to accomplish a common goal or purpose.	ELA.EE.SL.7.1 Engage in collaborative discussions. b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles.
READING (R) Learners will comprehend, analyze, and literary and informational texts in	

various formats, genres, and levels of complexity.	
COMPREHENSION Learners will read to understand various complex literary and informational texts.	
7.R.2 Comprehend a variety of texts while developing inferences and providing supportive textual evidence and reasoning.	<p>ELA.EE.RI.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.</p> <p>ELA.EE.RL.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.</p>
7.R.3a Summarize and/or paraphrase nonfiction texts objectively, including relevant details, and avoiding unnecessary information.	<p>ELA.EE.RI.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.</p> <p>ELA.EE.RL.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.</p>
7.R.3b Summarize and/or paraphrase literary texts objectively, including relevant details, and avoiding unnecessary information.	ELA.EE.RL.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.
7.R.4 Determine main idea(s), claim(s), or theme(s) and provide supporting textual evidence and reasoning.	<p>ELA.EE.RL.7.2 Identify events in a text that are related to the theme or central idea.</p> <p>ELA.EE.RI.7.2 Determine two or more central ideas in a text.</p> <p>ELA.EE.RI.7.8 Determine how a claim or reason fits into the overall structure of an informational text.</p> <p>ELA.EE.SL.7.3 Determine whether the claims made by a speaker are fact or opinion.</p>
7.R.5 Determine the meaning and purpose of words and phrases as they contribute to the text, including figurative, denotative, and connotative meanings.	<p>ELA.EE.RL.7.4 Determine the meaning of simple idioms and figures of speech as they are used in a text.</p> <p>ELA.EE.RI.7.4 Determine how words or phrases are used to persuade or inform a text.</p> <p>ELA.EE.L.7.4 Demonstrate knowledge of word meanings. a. Use context to determine which word is missing from a text. b. Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking).</p>
TEXT ANALYSIS Learners will analyze, interpret, and evaluate complex literary and	

informational texts in varying genres and formats.	
7.R.6 Analyze the structure an author uses to organize a text, including how the major sections or stanzas contribute to the whole and to the development of the ideas and the overall purpose of the text.	ELA.EE.RI.7.5 Determine how a fact, step, or event fits into the overall structure of the text. ELA.EE.RL.7.5 Compare the structure of two or more texts (e.g., stories, poems, or dramas).
7.R.7 Analyze how an author uses figurative language and specific word choice to affect meaning in a text (Refer to Appendix A for suggested terminology).	ELA.EE.L.7.5 Demonstrate understanding of word relationships and use. a. Identify the literal and nonliteral meanings of words in context.
7.R.8 Analyze a variety of fiction texts using textual evidence for support. a. Analyze how characters and the plot develop over the course of a text and help to develop the theme(s). b. Analyze the point of view and describe how it affects the story. c. Describe how multiple works or genres address the same topic. d. Describe how an author's background and/or time period affects the telling of a story.	ELA.EE.RL.7.3 Determine how two or more story elements are related. ELA.EE.RL.7.6 Compare the points of view of two or more characters or narrators in a text. ELA.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. ELA.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. ELA.EE.RI.7.6 Determine an author's purpose or point of view.
7.R.9 Analyze a variety of nonfiction texts using textual evidence for support. a. Identify the author's point of view and purpose and describe how it influences the meaning of the text. b. Analyze how various authors present information on similar topics.	ELA.EE.RI.7.3 Determine how two individuals, events or ideas in a text are related. ELA.EE.RI.7.7 Compare a text to an audio, video or multimedia version of the same text. ELA.EE.RI.7.9 Compare and contrast how different texts on the same topic present the details.
WRITING (W) Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats	
TEXT TYPES AND STRUCTURE Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.	
7.W.1 Produce clear and coherent writing that is organized according to the task, purpose, and audience.	ELA.EE.W.7.4 Produce writing that is appropriate for the task, purpose, or audience.
7.W.2 Write using a clear organizational structure that incorporates an introduction,	ELA.EE.W.7.4 Produce writing that is appropriate for the task, purpose, or audience.

transitions, body paragraph(s), and a conclusion appropriate to the task	
7.W.3 Write using informative/ explanatory techniques to examine and convey complex ideas, concepts, and information utilizing different mediums when appropriate.	<p>ELA.EE.W.7.2 Write to share information supported by details.</p> <p>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</p>
7.W.4 Write using argumentative techniques to develop claims using supportive evidence and logical reasoning, acknowledging counterclaims when applicable.	<p>ELA.EE.W.7.1 Write claims about topics or texts.</p> <p>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</p>
7.W.5 Write using narrative techniques to develop real or imagined experiences or events using well-chosen details and structured event sequences.	<p>ELA.EE.W.7.3 Write about events or personal experiences.</p> <p>a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events. b. Not applicable c. Use temporal words (e.g., first, then, next) to signal order. d. Use words that describe feelings of people or characters in the narrative. e. Not applicable</p>
WRITING PROCESS AND CRAFT Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.	
7.W.6 Develop and strengthen writing by planning, drafting, revising, and editing to address specific purposes for the genre and audience.	<p>ELA.EE.W.7.5 With guidance and support from adults and peers, plan before writing and revise own writing.</p> <p>ELA.EE.L.7.2 Demonstrate understanding of conventions of standard English.</p>

	<p>b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.</p> <p>ELA.EE.L.7.3 Use language to achieve desired outcomes when communicating.</p> <p>a. Use precise language as required to achieve desired meaning.</p> <p>ELA.EE.L.7.1 Demonstrate standard English grammar and usage when communicating.</p> <p>b. Produce complete simple sentences when writing or communicating.</p>
7.W.7 Produce writing that uses intentional word choice to match the writing purpose.	<p>ELA.EE.L.7.3 Use language to achieve desired outcomes when communicating.</p> <p>a. Use precise language as required to achieve desired meaning.</p> <p>ELA.EE.W.7.4 Produce writing that is appropriate for the task, purpose, or audience.</p>
LANGUAGE USAGE (L) Learners will integrate appropriate language and style to ensure effective readability in writing	
<p>7.L.1 Apply knowledge of the language for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</p> <p>a. Use simple, compound, and complex sentences to add variety and interest.</p> <p>b. Recognize and correct inappropriate fragments and run-ons.</p> <p>c. Use varying forms of punctuation accurately.</p> <p>d. Follow rules of agreement (e.g., subject/verb and pronoun/antecedent)</p> <p>e. Follow standard grammar conventions mastered in previous grades.</p>	<p>ELA.EE.L.7.1 Demonstrate standard English grammar and usage when communicating.</p> <p>a. Not applicable</p> <p>b. Produce complete simple sentences when writing or communicating.</p> <p>c. Not applicable</p>
INQUIRY AND RESEARCH (IR) Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution	
7.IR.1 Develop a research question based on a given topic, problem, or need.	ELA.EE.RI.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn.
7.IR.2 Locate relevant information from a variety of credible sources.	ELA.EE.W.7.8 Identify quotes providing relevant information about a topic from multiple print or digital sources.

7.IR.3 Organize main concepts from both provided and selfselected sources using given and self-generated notetaking strategies.	<p>ELA.EE.W.7.9 Use information from literary and informational text to support writing.</p> <p>a. Apply Essential Elements of Grade 7 Reading Standards to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”).</p> <p>b. Apply Essential Elements of Grade 7 Reading Standards to informational texts (e.g., “Use relevant and sufficient evidence for supporting the claims and argument.”).</p> <p>ELA.EE.SL.7.2 Identify details related to the main idea of a text presented orally or through other media.</p>
7.IR.4 Analyze information from credible sources considering multiple perspectives and identifying biases.	ELA.EE.W.7.8 Identify quotes providing relevant information about a topic from multiple print or digital sources.
7.IR.5 Integrate information from sources using a standardized format. a. Reference sources when quoting, paraphrasing, and/or summarizing to avoid plagiarism. b. Generate a citation/ bibliography page using a standardized format.	ELA.EE.W.7.8 Identify quotes providing relevant information about a topic from multiple print or digital sources.

Grade 8

2023 ELA Standards	Dynamic Learning Maps Essential Elements
COMMUNICATION (C) Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.	
PRESENTATIONAL COMMUNICATION Learners will organize and express information in a format appropriate to the audience and purpose.	
8.C.1 Construct and deliver formal and informal presentations considering audience and purpose using multimedia components when appropriate.	<p>ELA.EE.SL.8.4 Present descriptions, facts, or details supporting specific points made on a topic.</p> <p>ELA.EE.SL.8.5 Include multimedia and visual information into presentations.</p>
8.C.2 Present ideas using proper eye contact, body language, volume, and pronunciation in formal and informal presentations.	ELA.EE.SL.8.6 Adapt communication to a variety of contexts and tasks.

COLLABORATION Learners will work effectively with their peers to accomplish a common goal or purpose	
8.C.5 Prepare for discussions by finding relevant and specific connections to the topic or text.	ELA.EE.SL.8.1 Engage in collaborative discussions. a. Come to discussions prepared to share information previously studied.
8.C.6 Engage in a range of discussions and/or debates. a. Use active listening skills to stay focused and present. b. Reference others' ideas and/or connections to a text. c. Synthesize texts.	ELA.EE.SL.8.1 Engage in collaborative discussions. c. Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion. d. Acknowledge new information expressed by others in a discussion and relate it to own ideas.
8.C.7 Collaborate cooperatively with peers to accomplish a common goal or purpose.	ELA.EE.SL.8.1 Engage in collaborative discussions. b. Follow simple rules and carry out assigned roles during discussions.
READING (R) Learners will comprehend, analyze, and literary and informational texts in various formats, genres, and levels of complexity.	
COMPREHENSION Learners will read to understand various complex literary and informational texts.	
8.R.2 Comprehend a variety of texts while developing inferences and providing relevant textual evidence and reasoning.	ELA.EE.RL.8.1 Cite text to support inferences from stories and poems. ELA.EE.RI.8.1 Cite text to support inferences from informational text.
8.R.3a Summarize and/or paraphrase nonfiction texts objectively, including relevant details, and avoiding unnecessary information.	ELA.EE.RI.8.1 Cite text to support inferences from informational text.
8.R.3b Summarize and/or paraphrase literary texts objectively, including relevant details, and avoiding unnecessary information.	ELA.EE.RL.8.1 Cite text to support inferences from stories and poems.
8.R.4 Determine main idea(s), claim(s), and theme(s) and provide relevant textual evidence and supportive reasoning.	ELA.EE.RL.8.2 Recount an event related to the theme or central idea, including details about character and setting. ELA.EE.RL.8.3 Identify which incidents in a story or drama lead to subsequent action. ELA.EE.RI.8.8 Determine the argument made by an author in an informational text.

<p>8.R.5 Determine the meaning and purpose of words and phrases as they contribute to the text, including figurative, denotative, and connotative meanings.</p>	<p>ELA.EE.RL.8.4 Determine connotative meanings of words and phrases in a text.</p> <p>ELA.EE.RI.8.4 Determine connotative meanings of words and phrases in a text.</p> <p>ELA.EE.L.8.4 Demonstrate knowledge of word meanings.</p> <ul style="list-style-type: none"> a. Use context to determine which word is missing from a content area text. b. Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. d. Not applicable <p>ELA.EE.L.8.5 Demonstrate understanding of word relationships and use.</p> <ul style="list-style-type: none"> b. Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household). <p>ELA.EE.L.8.6 Use general academic and domain-specific words and phrases across contexts.</p>
<p>TEXT ANALYSIS Learners will analyze, interpret, and evaluate complex literary and informational texts in varying genres and formats.</p>	
<p>8.R.6 Analyze the structure an author uses to organize a text, including how sections, paragraphs, stanzas, and/or particular sentences contribute to the development of ideas and the overall purpose of the text.</p>	<p>ELA.EE.RL.8.5 Compare and contrast the structure of two or more texts.</p> <p>ELA.EE.RI.8.5 Locate the topic sentence and supporting details in a paragraph.</p> <p>ELA.EE.L.8.5 Demonstrate understanding of word relationships and use.</p> <ul style="list-style-type: none"> a. Demonstrate understanding of the use of multiple meaning words.
<p>8.R.7 Analyze how an author uses figurative language and specific word choice to affect meaning and tone (Refer to Appendix A for suggested terminology).</p>	<p>ELA.EE.L.8.5 Demonstrate understanding of word relationships and use. a. Demonstrate understanding of the use of multiple meaning words.</p>
<p>8.R.8 Analyze a variety of fiction texts using textual evidence for support. a. Analyze how</p>	<p>ELA.EE.RL.8.3 Identify which incidents in a story or drama lead to subsequent action.</p>

<p>characters and the plot develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s). b. Analyze how a story's point of view affects the overall meaning of the text. c. Analyze how multiple works or genres address the same topic. d. Analyze how an author's background, environment, time period, and/or culture affects the telling of a story.</p>	<p>ELA.EE.RL.8.6 Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.</p> <p>ELA.EE.RL.8.7 Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the same text.</p> <p>ELA.EE.RL.8.9 Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.</p>
<p>8.R.9 Analyze a variety of nonfiction texts using textual evidence for support. a. Analyze how an author's point of view influences the purpose of the text. b. Analyze multiple texts comparing how the authors present information about a similar topic.</p>	<p>ELA.EE.RI.8.3 Recount events in the order they were presented in the text.</p> <p>ELA.EE.RI.8.6 Determine an author's purpose or point of view and identify examples from text that describe or support it.</p> <p>ELA.EE.RI.8.9 Identify where two different texts on the same topic differ in their interpretation of the details.</p> <p>ELA.EE.RI.8.10 Demonstrate understanding while actively reading or listening to literary nonfiction.</p> <p>ELA.EE.RL.8.10 Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.</p>
<p>WRITING (W) Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats</p>	
<p>TEXT TYPES AND STRUCTURE Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</p>	
<p>8.W.1 Produce clear and coherent writing that is organized logically according to task, purpose, and audience.</p>	<p>ELA.EE.W.8.1 Write claims about topics or texts.</p> <p>a. Introduce the claim and provide reasons or pieces of evidence to support it.</p> <p>b. Write reasons to support a claim about a topic or text.</p>
<p>8.W.2 Write using a clear organizational structure that incorporates an introduction, transitions, body paragraph(s), and a conclusion appropriate to the task.</p>	<p>ELA.EE.W.8.2 Write to share information supported by details.</p> <p>a. Introduce a topic clearly and write to convey ideas and information about it including visual,</p>

	<p>tactual, or multimedia information as appropriate.</p> <p>b. Write one or more facts or details related to the topic.</p> <p>c. Write complete thoughts as appropriate.</p> <p>d. Use domain specific vocabulary related to the topic.</p> <p>e. Not applicable</p> <p>f. Provide a closing.</p>
8.W.3 Write using informative/explanatory techniques to examine and convey complex ideas, concepts, and information utilizing different mediums when appropriate.	<p>ELA.EE.W.8.2 Write to share information supported by details.</p> <p>a. Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.</p> <p>b. Write one or more facts or details related to the topic.</p> <p>c. Write complete thoughts as appropriate.</p> <p>d. Use domain specific vocabulary related to the topic.</p> <p>e. Not applicable</p> <p>f. Provide a closing.</p> <p>ELA.EE.W.8.6 Use technology, including the Internet, to produce writing to interact and collaborate with others.</p> <p>ELA.EE.RI.8.7 Determine whether a topic is best presented as audio, video, multimedia, or text.</p>
8.W.4 Write using argumentative techniques to develop claims and counterclaims using supporting evidence and logical reasoning.	<p>ELA.EE.W.8.1 Write claims about topics or texts.</p> <p>a. Introduce the claim and provide reasons or pieces of evidence to support it.</p> <p>b. Write reasons to support a claim about a topic or text.</p>
8.W.5 Write using narrative techniques to develop real or imagined experiences or events using well-chosen details and structured event sequences.	<p>ELA.EE.W.8.3 Write about events or personal experiences.</p> <p>a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.</p> <p>b. Not applicable</p> <p>c. Use temporal words (e.g., first, then, next) to signal order.</p> <p>d. Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events.</p> <p>e. Provide a closing.</p>
WRITING PROCESS AND CRAFT Learners will develop, strengthen, and produce writing by	

planning, drafting, revising, editing, and rewriting.	
8.W.6 Develop and strengthen writing by planning, drafting, revising, and editing to address specific purposes for the genre and audience.	ELA.EE.W.8.5 With guidance and support from adults and peers, plan before writing and revise own writing.
8.W.7 Produce writing that uses intentional word choice and voice to match the writing purpose.	<p>ELA.EE.W.8.3 Write about events or personal experiences. a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events. b. Not applicable c. Use temporal words (e.g., first, then, next) to signal order. d. Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events. e. Provide a closing.</p> <p>ELA.EE.W.8.4 Produce writing that is appropriate for the task, purpose, or audience.</p>
LANGUAGE USAGE (L) Learners will integrate appropriate language and style to ensure effective readability in writing	
8.L.1 Apply knowledge of the language for a specific task, purpose, intention, and audience resolving issues of usage as needed. a. Use simple, compound, complex, and compoundcomplex sentences to add variety and interest. b. Recognize and correct inappropriate fragments and run-ons. c. Use varying forms of punctuation accurately. d. Follow standard grammar conventions mastered in previous grades.	<p>ELA.EE.L.8.1 Demonstrate standard English grammar and usage when communicating.</p> <p>a. Not applicable</p> <p>b. Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).</p> <p>c. Use appropriate verbs to match nouns. d. Not applicable.</p> <p>ELA.EE.L.8.2 Demonstrate understanding of conventions of standard English.</p> <p>a. Use end punctuation and capitalization when writing a sentence or question.</p> <p>b. Not applicable</p> <p>c. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns</p>
INQUIRY AND RESEARCH (IR) Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution	
8.IR.1 Develop research questions based on self-generated topics, problems, or needs.	ELA.EE.W.8.7 Conduct short research projects to answer and pose questions based on one source of information.
8.IR.2 Gather and interpret relevant information for a variety of purposes.	ELA.EE.W.8.7 Conduct short research projects to answer and pose questions based on one source of information.

	ELA.EE.W.8.8 Select quotes providing relevant information about a topic from multiple print or digital sources.
8.IR.3 Organize main concepts from a variety of sources using multiple notetaking strategies.	<p>ELA.EE.W.8.9 Use information from literary and informational text to support writing.</p> <p>a. Apply Essential Elements of Grade 8 Reading Standards to literature (e.g., “Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.”).</p> <p>b. Apply Essential Elements of Grade 8 Reading Standards to informational texts (e.g., “Use relevant and sufficient evidence for supporting the claims and argument.”).</p> <p>ELA.EE.SL.8.3 Determine the argument made by a speaker on a topic.</p>
8.IR.4 Analyze the credibility of a source based on bias, perspective, and purpose.	ELA.EE.W.8.8 Select quotes providing relevant information about a topic from multiple print or digital sources.
8.IR.5 Integrate information from sources using a standardized format. a. Reference sources, including intext citations, when quoting, paraphrasing, and/or summarizing to avoid plagiarism. b. Generate a citation/ bibliography page in a standardized format.	ELA.EE.W.8.8 Select quotes providing relevant information about a topic from multiple print or digital sources.

Grade 9-10

2023 ELA Standards	Dynamic Learning Maps Essential Elements
COMMUNICATION (C) Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.	
PRESENTATIONAL COMMUNICATION Learners will organize and express information in a format appropriate to the audience and purpose.	
9-10.C.1 Construct and deliver formal and informal presentations, incorporating multimedia components when appropriate for the audience and purpose.	<p>ELA.EE.SL.9-10.2 Determine the credibility of information presented in diverse media or formats.</p> <p>ELA.EE.SL.9-10.4 Present an argument on a topic with logically organized claims, reasons, and evidence.</p>

	ELA.EE.SL.9-10.5 Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.
9-10.C.2 Implement proper verbal and nonverbal communication for the task and situation.	ELA.EE.SL.9-10.6 Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.
COLLABORATION Learners will work effectively with their peers to accomplish a common goal or purpose	
9-10.C.5 Prepare for discussions by reading and researching ideas to be discussed.	ELA.EE.SL.9-10.1 Engage in collaborative discussions. a. Prepare for discussions by collecting information on the topic.
9-10.C.6 Engage in respectful discussions and/or debates. a. Listen to acknowledge varying perspectives and evaluate the speaker's logic or argument. b. Present or share synthesized research and information. c. Ask and respond to questions to propel discussion	ELA.EE.SL.9-10.1 Engage in collaborative discussions. c. Relate the topic of discussion to broader themes or ideas. d. Indicate agreement or disagreement with others during discussions. ELA.EE.SL.9-10.3 Determine the speaker's point of view on a topic.
9-10.C.7 Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.	ELA.EE.SL.9-10.1 Engage in collaborative discussions. b. Work with adults and peers to set rules for discussions.
READING (R) Learners will comprehend, analyze, and literary and informational texts in various formats, genres, and levels of complexity.	
COMPREHENSION Learners will read to understand various complex literary and informational texts.	
9-10.R.2 Comprehend a variety of texts with multiple levels of complexity, while developing inferences and providing relevant textual evidence and reasoning.	ELA.EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text. ELA.EE.RI.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferentially.
9-10.R.3a Summarize and/or paraphrase nonfiction texts objectively, including relevant information.	ELA.EE.RI.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferentially.
9-10.R.3b Summarize and/or paraphrase literary texts objectively, including relevant information.	ELA.EE.RL.9-10.1 Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.
9-10.R.4 Determine main idea(s), claim(s), or theme(s) as they develop over the course of the text and support with textual evidence.	ELA.EE.RL.9-10.2 Recount events related to the theme or central idea, including details about character and setting.

	ELA.EE.RI.9-10.2 Determine the central idea of the text and select details to support it.
9-10.R.5 Determine the meaning of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.	<p>ELA.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.</p> <p>ELA.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.</p> <p>ELA.EE.L.9-10.4 Demonstrate knowledge of word meanings.</p> <p>a. Use context to determine the meaning of unknown.</p> <p>b. Identify and use root words and the words that result when affixes are added or removed.</p> <p>c. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading</p> <p>ELA.EE.L.9-10.6 Use general academic and domain-specific words and phrases across contexts.</p>
TEXT ANALYSIS Learners will analyze, interpret, and evaluate complex literary and informational texts in varying genres and formats.	
9-10.R.6 Analyze how the author's choice of structure, form and format (e.g., stanza, scene, chapter, section, etc.) supports the purpose, contributes to the meaning, or impacts the audience.	<p>ELA.EE.RL.9-10.5 Identify where a text deviates from a chronological presentation of events.</p> <p>ELA.EE.RI.9-10.5 Locate sentences that support an author's central idea or claim.</p>
9-10.R.7 Analyze the impact of specific style, syntax, and word choices on meaning, mood, and tone, including figurative and ambiguous language (Refer to Appendix A for suggested terminology).	<p>ELA.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.</p> <p>ELA.EE.L.9-10.5 Demonstrate understanding of word relationships and use.</p> <p>a. Interpret common figures of speech.</p> <p>b. Determine the intended meaning of multiple meaning words.</p>
9-10.R.8 Analyze the development and interaction of literary elements and determine how they impact meaning, using strong textual evidence to support the analysis. a. Analyze	ELA.EE.RL.9-10.3 Determine how characters change or develop over the course of a text.

<p>how complex characters, themes, and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s). b. Analyze how the character's or author's point of view is influenced by background, environment, or culture and how it affects the story's telling. c. Analyze multiple interpretations of the same scene or work, such as across time periods, evaluating the choices of each.</p>	<p>ELA.EE.RL.9-10.6 Determine a point of view or cultural experience in a work of literature from outside the United States and compare it with own point of view or experience.</p>
<p>9-10.R.9 Analyze the development and interaction of informational and argumentative elements over the course of a nonfiction text and how they impact purpose using textual evidence to support the analysis. a. Analyze the author's point of view or purpose and possible biases in a text; compare texts from differing perspectives; and analyze the author's choices about style, content, characterization, and presentation. b. Analyze various accounts of a subject told in different media, including determining which details are emphasized in each account. c. Delineate and evaluate how a text's argumentative reasoning, persuasive techniques, and/or logical fallacies support the author's purpose(s).</p>	<p>ELA.EE.RI.9-10.3 Determine logical connections between individuals, ideas, or events in a text.</p> <p>ELA.EE.RI.9-10.6 Determine author's point of view and compare with own point of view.</p> <p>ELA.EE.RI.9-10.7 Analyze two accounts of a subject told in different mediums to determine how they are the same and different</p> <p>ELA.EE.RI.9-10.8 Determine how the specific claims support the argument made in an informational text.</p> <p>ELA.EE.RI.9-10.9 Make connections between texts with related themes and concepts.</p>
<p>WRITING (W) Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats</p>	
<p>TEXT TYPES AND STRUCTURE Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</p>	
<p>9-10.W.1 Produce clear and coherent writing in which content, norms, and conventions adhere to task, purpose, and audience.</p>	<p>ELA.EE.W.9-10.4 Produce writing that is appropriate for the task, purpose, and audience.</p>
<p>9-10.W.2 Create a logical organizational structure with: a. a relevant introduction, b. transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.</p>	<p>ELA.EE.W.9-10.2 Write to share information supported by details.</p> <p>a. Introduce a topic clearly and use a clear organization to write about it including visual, factual, or multimedia information as appropriate.</p> <p>b. Develop the topic with facts or details.</p> <p>c. Use complete, simple sentences as appropriate.</p> <p>d. Use domain specific vocabulary when writing claims related to a topic of study or text.</p> <p>e. Not applicable</p>

	f. Providing a closing or concluding statement.
9-10.W.3 Write using informative/explanatory/technical techniques to support a thesis to examine and convey complex ideas, concepts, and information through synthesizing or incorporating supporting details, utilizing different mediums as necessary.	<p>ELA.EE.W.9-10.2 Write to share information supported by details.</p> <p>a. Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate.</p> <p>b. Develop the topic with facts or details.</p> <p>c. Use complete, simple sentences as appropriate.</p> <p>d. Use domain specific vocabulary when writing claims related to a topic of study or text.</p> <p>e. Not applicable</p> <p>f. Providing a closing or concluding statement.</p> <p>ELA.EE.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p>
9-10.W.4 Write to persuade an audience by a. establishing relevant context, b. stating a clear position/thesis, c. incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, and d. using logical reasoning to avoid fallacies.	<p>ELA.EE.W.9-10.1 Write claims about topics or texts. a. Introduce a topic or text and write one claim and one counterclaim about it.</p> <p>b. Not applicable</p> <p>c. Not applicable</p> <p>d. Not applicable</p> <p>e. Not applicable</p>
9-10.W.5 Write using narrative/creative writing techniques to convey real or imagined experiences or events, implementing effective and varying strategies to engage the audience, well-chosen details, and wellstructured event sequences	<p>ELA.EE.W.9-10.3 Write about events or personal experiences.</p> <p>a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.</p> <p>b. Not applicable</p> <p>c. Organize the events in the narrative using temporal words to signal order as appropriate.</p> <p>d. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.</p> <p>e. Provide a closing.</p>
WRITING PROCESS AND CRAFT Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.	
9-10.W.6 Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.	<p>ELA.EE.W.9-10.5 Develop writing by planning and revising own writing.</p> <p>ELA.EE.L.9-10.2 Demonstrate understanding of conventions of standard English.</p> <p>c. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.</p>

	ELA.EE.L.9-10.1 Demonstrate standard English grammar and usage when communicating.
9-10.W.7 Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.	<p>ELA.EE.W.9-10.3 Write about events or personal experiences.</p> <p>a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.</p> <p>b. Not applicable</p> <p>c. Organize the events in the narrative using temporal words to signal order as appropriate.</p> <p>d. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.</p> <p>e. Provide a closing.</p> <p>ELA.EE.W.9-10.4 Produce writing that is appropriate for the task, purpose, and audience.</p>
LANGUAGE USAGE (L) Learners will integrate appropriate language and style to ensure effective readability in writing	
9-10.L.1 Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed. a. Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest. b. Use colons, semicolons parenthesis, and other punctuation for advanced types and purposes of writing. c. Avoid misplaced modifiers and vague pronouns in writing. d. Follow parallel structure in writing. e. Recognize and use correct types of pronouns (e.g., intensive, reflexive, etc.) f. Follow standard grammar conventions mastered in previous grades.	<p>ELA.EE.L.9-10.1 Demonstrate standard English grammar and usage when communicating.</p> <p>a. Not applicable</p> <p>b. Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information.</p> <p>ELA.EE.L.9-10.2 Demonstrate understanding of conventions of standard English.</p> <p>a. Use a comma and conjunction to combine two simple sentences.</p> <p>b. Not applicable</p> <p>c. Spell most single-syllable words correctly and apply</p> <p>ELA.EE.L.9-10.3 Use language to achieve desired outcomes when communicating.</p> <p>a. Vary syntax when writing and communicating.</p>
INQUIRY AND RESEARCH (IR) Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution	
9-10.IR.1 Develop pertinent research questions and narrow or broaden the inquiry.	ELA.EE.W.9-10.7 Conduct research projects to answer questions posed by self and others using multiple sources of information.

9-10.IR.2 Gather and interpret relevant information from primary and secondary sources for a variety of purposes.	ELA.EE.W.9-10.8 Write answers to research questions by selecting relevant information from multiple resources.
9-10.IR.3 Organize relevant information from a variety of sources.	ELA.EE.W.9-10.8 Write answers to research questions by selecting relevant information from multiple resources. ELA.EE.W.9-10.9 Use information from literary and informational text to support writing.
9-10.IR.4 Evaluate the credibility of a source based on bias, perspective, and purpose.	ELA.EE.W.9-10.8 Write answers to research questions by selecting relevant information from multiple resources.
9-10.IR.5 Integrate information from sources using a standardized format. a. Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity. b. Generate a citation/ bibliography page using a standardized format.	ELA.EE.W.9-10.8 Write answers to research questions by selecting relevant information from multiple resources.

Grade 11-12

2023 ELA Standards	Dynamic Learning Maps Essential Elements
COMMUNICATION (C) Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.	
PRESENTATIONAL COMMUNICATION Learners will organize and express information in a format appropriate to the audience and purpose.	
11-12.C.1 Construct and deliver formal and informal presentations incorporating multimedia components when appropriate for the audience and purpose.	ELA.EE.SL.11-12.2 Determine the credibility and accuracy of information presented across diverse media or formats. ELA.EE.SL.11-12.4 Present an argument on a topic using an organization appropriate to the purpose, audience, and task. ELA.EE.SL.11-12.5 Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.
11-12.C.2 Implement proper verbal and nonverbal communication for the task and situation.	ELA.EE.SL.11-12.6 Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.

COLLABORATION Learners will work effectively with their peers to accomplish a common goal or purpose	
11-12.C.5 Prepare for discussions by reading and researching ideas.	ELA.EE.SL.11-12.1 Engage in collaborative discussions. a. Prepare for discussions by collecting information on the topic
11-12.C.6 Engage in respectful discussions or debates. a. Listen to acknowledge varying perspectives and evaluate the speaker's logic or argument. b. Critique the presentation of ideas. c. Present or share synthesized research and information. d. Ask and respond to questions to propel discussion.	ELA.EE.SL.11-12.1 Engage in collaborative discussions. c. Ask and answer questions to verify or clarify own ideas and understandings during a discussion. d. Respond to agreements and disagreements in a discussion. ELA.EE.SL.11-12.3 Determine whether the claims and reasoning enhance the speaker's argument on a topic.
11-12.C.7 Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.	ELA.EE.SL.11-12.1 Engage in collaborative discussions. b. Work with peers to set rules and goals for discussions.
READING (R) Learners will comprehend, analyze, and literary and informational texts in various formats, genres, and levels of complexity.	
COMPREHENSION Learners will read to understand various complex literary and informational texts.	
11-12.R.2 Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.	ELA.EE.RL.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings. ELA.EE.RI.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.
11-12.R.3a Summarize and/or paraphrase nonfiction texts objectively, including relevant information	ELA.EE.RL.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.
11-12.C.4 Summarize and/or paraphrase literary texts objectively, including relevant information.	ELA.EE.RL.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.
11-12.R.4 Determine main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support with textual evidence.	ELA.EE.RL.11-12.2 Recount the main events of the text which are related to the theme or central idea.

	ELA.EE.RI.11-12.2 Determine the central idea of a text; recount the text.
11-12.R.5 Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.	<p>ELA.EE.RL.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.</p> <p>ELA.EE.RL.11-12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning.</p> <p>ELA.EE.RI.11-12.1 Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.</p> <p>ELA.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.</p> <p>ELA.EE.L.11-12.4 Demonstrate knowledge of word meanings. a. Use context to determine the meaning of unknown words. b. Identify and use root words and the words that result when affixes are added or removed. c. Not applicable</p> <p>ELA.EE.L.11-12.6 Use general academic and domain-specific words and phrases across contexts.</p>
TEXT ANALYSIS Learners will analyze, interpret, and evaluate complex literary and informational texts in varying genres and formats.	
11-12.R.6 Analyze and evaluate how the author's choice in structure, form, and format (e.g., stanza, scene, chapter, section, etc.) supports the purpose, contributes to the meaning, or impacts the audience.	<p>ELA.EE.RL.11-12.5 Determine how the author's choice of where to end the story contributes to the meaning.</p> <p>ELA.EE.RI.11-12.5 Determine whether the structure of a text enhances an author's claim.</p>
11-12.R.7 Analyze the cumulative impact of specific style, syntax, and word choices on meaning, mood, and tone, including figurative and ambiguous language (Refer to Appendix A for suggested vocabulary).	<p>ELA.EE.RL.11-12.4 Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning.</p> <p>ELA.EE.L.11-12.5 Demonstrate understanding of word relationships and use. a. Interpret simple figures of speech encountered while reading or listening. b. Not applicable</p>

<p>11-12.R.8 Analyze the development and interaction of literary elements and determine how they impact meaning, using strong and thorough textual evidence to support the analysis. a. Analyze how multiple complex characters, themes, and literary elements (e.g., symbolism, mood, setting, etc.) interact and develop over the course of a text, interact with other elements, and advance the plot of development of the theme(s). b. Analyze how a character's or author's point of view is influenced by background, environment, and culture and how it affects the telling of a story. c. Analyze and evaluate how two or more texts within or across time periods treat similar themes or topics.</p>	<p>ELA.EE.RL.11-12.3 Determine how characters, the setting or events change over the course of the story or drama.</p> <p>ELA.EE.RL.11-12.6 Determine the point of view when there is a difference between the author's actual language and intended meaning.</p> <p>ELA.EE.RL.11-12.7 Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.</p> <p>ELA.EE.RL.11-12.9 Demonstrate explicit understanding of recounted versions of foundational works of American literature.</p>
<p>11-12.R.9 Analyze the development and interaction of informational and argumentative elements over the course of a nonfiction text and how they impact purpose using strong and thorough textual evidence to support the analysis. a. Analyze an author's point of view or purpose and possible biases in a text, compare texts from differing perspectives and analyze how the author's choices about style, content, characterization, and presentation support the author's purposes. b. Analyze and evaluate various accounts of a subject told in different media, including determining which details are emphasized in each account. c. Delineate and evaluate how a text's argumentative reasoning, rhetorical techniques, and/or logical fallacies support or undermine the author's purpose and affect the audience.</p>	<p>ELA.EE.RI.11-12.3 Determine how individuals, ideas, or events change over the course of the text.</p> <p>ELA.EE.RI.11-12.6 Determine author's point of view and compare and contrast it with own point of view.</p> <p>ELA.EE.RI.11-12.7 Analyze information presented in different media on related topics to answer questions or solve problems.</p> <p>ELA.EE.RI.11-12.8 Determine whether the claims and reasoning enhance the author's argument in an informational text.</p> <p>ELA.EE.RI.11-12.9 Compare and contrast arguments made by two different texts on the same topic.</p>
<p>WRITING (W) Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats</p>	
<p>TEXT TYPES AND STRUCTURE Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</p>	
<p>11-12.W.1 Produce clear and coherent writing in which content, norms, and conventions adhere to the task, purpose, and audience.</p>	<p>ELA.EE.W.11-12.4 Produce writing that is appropriate to a particular task, purpose, and audience.</p>
<p>11-12.W.2 Create a logical organizational structure with a. A relevant introduction, b. transitional words or phrases to connect the major sections, paragraphs, and sentences</p>	<p>ELA.EE.W.11-12.3 Write about events or personal experiences.</p> <p>ELA.EE.W.11-12.4 Produce writing that is appropriate to a particular task, purpose, and audience.</p>

creating a unified whole, and c. an appropriate and thoughtful conclusion.	
11-12.W.3 Write using informative/explanatory/technical techniques to support a thesis and convey complex ideas, concepts, and information through synthesizing or utilizing supporting details while following disciplinespecific structures and using different mediums as necessary to provide context and clarity.	<p>ELA.EE.W.11-12.2 Write to share information supported by details.</p> <p>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.</p> <p>b. Develop the topic with relevant facts, details, or quotes.</p> <p>c. Use complete, simple sentences, as well as compound and other complex sentences as appropriate.</p> <p>d. Use domain specific vocabulary when writing claims related to a topic of study or text.</p> <p>e. Not applicable f. Provide a closing or concluding statement</p> <p>ELA.EE.W.11-12.6 Use technology, including the Internet, to produce, publish and update an individual or shared writing project.</p>
11-12.W.4 Write to persuade an audience by a. establishing relevant context, b. stating a clear position/thesis, c. incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, d. using logical reasoning to avoid fallacies, and e. integrating rhetorical techniques and appeals.	<p>ELA.EE.W.11-12.2 Write to share information supported by details.</p> <p>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.</p> <p>b. Develop the topic with relevant facts, details, or quotes.</p> <p>c. Use complete, simple sentences, as well as compound and other complex sentences as appropriate.</p> <p>d. Use domain specific vocabulary when writing claims related to a topic of study or text.</p> <p>e. Not applicable</p> <p>f. Provide a closing or concluding statement.</p>
11-12.W.5 Write using narrative/creative writing techniques to convey real or imagined experiences or events, implementing effective and varying strategies to engage the audience, well-chosen details, and wellstructured event sequences.	<p>ELA.EE.W.11-12.3 Write about events or personal experiences.</p> <p>a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.</p> <p>b. Not applicable</p> <p>c. Organize the events in the narrative using temporal words to signal order and add cohesion.</p> <p>d. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.</p> <p>e. Provide a closing.</p>

WRITING PROCESS AND CRAFT Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.	
11-12.W.6 Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.	<p>ELA.EE.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, and rewriting.</p> <p>ELA.EE.L.11-12.2 Demonstrate understanding of conventions of standard English. a. Demonstrate conventions of standard English including capitalization, ending punctuation, and spelling when writing..</p>
11-12.W.7 Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.	<p>ELA.EE.W.11-12.3 Write about events or personal experiences.</p> <p>ELA.EE.W.11-12.4 Produce writing that is appropriate to a particular task, purpose, and audience.</p>
LANGUAGE USAGE (L) Learners will integrate appropriate language and style to ensure effective readability in writing	
11-12.L.1 Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed. a. Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest. b. Recognize and choose between active and passive voice based on context. c. Use dashes, brackets, ellipsis, and other punctuation for advanced types and purposes of writing. d. Follow standard grammar conventions mastered in previous grades.	<p>ELA.EE.L.11-12.1 Demonstrate standard English grammar and usage when communicating. a. Use conventions of standard English when needed. b. Use digital, electronic, and other resources and tools to improve uses of language as needed.</p> <p>ELA.EE.L.11-12.2 Demonstrate understanding of conventions of standard English.</p> <p>ELA.EE.L.11-12.3 Use language to achieve desired outcomes when communicating. a. Vary sentence structure using a variety of simple and compound sentence structures.</p>
INQUIRY AND RESEARCH (IR) Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution	
11-12.IR.1 Develop complex, pertinent research questions and narrow or broaden the inquiry.	ELA.EE.W.11-12.7 Conduct research projects to answer questions posed by self and others using multiple sources of information.

11-12.IR.2 Gather and interpret relevant information from primary and secondary sources for a variety of purposes.	ELA.EE.W.11-12.8 Write answers to research questions by selecting relevant information from multiple resources.
11-12.IR.3 Organize relevant information from a variety of sources.	<p>ELA.EE.W.11-12.7 Conduct research projects to answer questions posed by self and others using multiple sources of information.</p> <p>ELA.EE.W.11-12.8 Write answers to research questions by selecting relevant information from multiple resources.</p> <p>ELA.EE.W.11-12.9 Cite evidence from literary or informational texts.</p>
11-12.IR.4 Evaluate the credibility of a source based on bias, argumentative reasoning, perspective, and purpose.	ELA.EE.W.11-12.8 Write answers to research questions by selecting relevant information from multiple resources.
11-12.IR.5 Integrate information from sources using a standardized format. a. Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity. b. Generate a citation/ bibliography page using a discipline-specific format.	ELA.EE.W.11-12.8 Write answers to research questions by selecting relevant information from multiple resources.