

## Dynamic Learning Maps—ELA

- **DLM.LA.K.RL.K** - Reading Literature
  - **DLM.LA.K.K.KID** - Key Ideas and Details
    - **DLM.LA.K.RL.K.1** - With prompting and support, ask and answer questions about key details in a text.
    - **DLM.LA.K.EERL.K.1\_4** - With guidance and support, identify details in familiar stories.
    - **DLM.LA.K.EERL.K.1** - Identify key details in familiar story.
    - **DLM.LA.K.EERL.K.1\_1** - With guidance and support, identify details in familiar stories.
    - **DLM.LA.K.EERL.K.1\_2** - With guidance and support, identify a favorite detail in familiar story.
    - **DLM.LA.K.EERL.K.1\_3** - With guidance and support, interact with or explore pictures and objects related to a familiar story.
  - **DLM.LA.K.RL.K.2** - With prompting and support, retell familiar stories, including key details.
  - **DLM.LA.K.EERL.K.2\_4** - With guidance and support, identify major events in familiar stories.
  - **DLM.LA.K.EERL.K.2** - Identify major events in text as they appear in a familiar story while it is being read.
  - **DLM.LA.K.EERL.K.2\_1** - With guidance and support, identify major events in familiar stories.
  - **DLM.LA.K.EERL.K.2\_2** - With guidance and support, identify a personally relevant event in familiar story.
  - **DLM.LA.K.EERL.K.2\_3** - With guidance and support, act out or complete personally relevant events in familiar stories.
  - **DLM.LA.K.RL.K.3** - With prompting and support, identify characters, settings, and major events in a story.
  - **DLM.LA.K.EERL.K.3\_4** - With guidance and support, identify characters and settings in a familiar story.
  - **DLM.LA.K.EERL.K.3** - Identify the characters and settings in a familiar story.
  - **DLM.LA.K.EERL.K.3\_1** - With guidance and support, identify characters and settings in a familiar story.
  - **DLM.LA.K.EERL.K.3\_2** - With guidance and support, identify an illustration (or picture description or actualized image) that shows a character in a familiar story.
  - **DLM.LA.K.EERL.K.3\_3** - With guidance and support, identify people or places that appear in familiar, personally relevant stories.
- **DLM.LA.K.K.CS** - Craft and Structure
  - **DLM.LA.K.RL.K.4** - Ask and answer questions about unknown words in a text.
  - **DLM.LA.K.EERL.K.4\_4** - With guidance and support, ask about an unknown word in a text.
  - **DLM.LA.K.EERL.K.4** - Ask and/or answer about an unknown word in a text.
  - **DLM.LA.K.EERL.K.4\_1** - With guidance and support, ask about an unknown word in a text.
  - **DLM.LA.K.EERL.K.4\_2** - With guidance and support, indicate when a recently learned word is used in a text.
  - **DLM.LA.K.EERL.K.4\_3** - With guidance and support, exchange a symbol, object, or otherwise communicate a familiar word during shared reading of a familiar text.
  - **DLM.LA.K.RL.K.5** - Recognize common types of texts (e.g., storybooks, poems).
  - **DLM.LA.K.EERL.K.5\_4** - With guidance and support, recognize familiar texts (e.g., storybooks, poems).
  - **DLM.LA.K.EERL.K.5** - Recognize familiar texts.

- **DLM.LA.K.EERL.K.5\_1** - With guidance and support, recognize familiar texts (e.g., storybooks, poems).
- **DLM.LA.K.EERL.K.5\_2** - With guidance and support, recognize a favored, familiar text (e.g., storybooks, teacher-made text).
- **DLM.LA.K.EERL.K.5\_3** - With guidance and support, select a text for shared reading.
- **DLM.LA.K.RL.K.6** - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- **DLM.LA.K.EERL.K.6\_4** - With guidance and support, distinguish between words and illustrations in a story.
- **DLM.LA.K.EERL.K.6** - Distinguish between words and illustrations in a story.
- **DLM.LA.K.EERL.K.6\_1** - With guidance and support, distinguish between words and illustrations in a story.
- **DLM.LA.K.EERL.K.6\_2** - With guidance and support, locate an illustration in the story.
- **DLM.LA.K.EERL.K.6\_3** - With guidance and support during shared reading, interact with or explore illustrations, objects, or other tactual representations of a story.
- **DLM.LA.K.K.IKI** - Integration of Knowledge and Ideas
  - **DLM.LA.K.RL.K.7** - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
  - **DLM.LA.K.EERL.K.7\_4** - With guidance and support, match illustrations with the story.
  - **DLM.LA.K.EERL.K.7\_1** - Match illustrations with text in the story.
  - **DLM.LA.K.EERL.K.7** - With guidance and support, match illustrations with the story.
  - **DLM.LA.K.EERL.K.7\_2** - With guidance and support, points to an illustration in the story when it is described or labeled by the teacher.
  - **DLM.LA.K.EERL.K.7\_3** - With guidance and support during shared reading, interact with or explore illustrations, objects, or other tactual representations of a story.
  - **DLM.LA.K.RL.K.8..NL** - (Not applicable to literature)
  - **DLM.LA.K.RL.K.9** - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
  - **DLM.LA.K.EERL.K.9\_4** - With guidance and support, identify the adventures or experiences of a character in a familiar story.
  - **DLM.LA.K.EERL.K.9** - Identify the adventures or experiences of a character in a story.
  - **DLM.LA.K.EERL.K.9\_1** - With guidance and support, identify the adventures or experiences of a character in a familiar story.
  - **DLM.LA.K.EERL.K.9\_2** - With guidance and support, identify an adventure or experience that occur in a familiar story
  - **DLM.LA.K.EERL.K.9\_3** - With guidance and support, act out the adventures or experiences that occur in a familiar storybook.
- **DLM.LA.K.K.RRL** - Range of Reading and Level of Text Complexity
  - **DLM.LA.K.RL.K.10** - Actively engage in group reading activities with purpose and understanding.
  - **DLM.LA.K.EERL.K.10** - \*\*This Literature Essential Element references all elements above.
- **DLM.LA.K.RI.K** - Reading Informational Text

- **DLM.LA.K.K.KID\_1** - Key Ideas and Details
  - **DLM.LA.K.RI.K.1** - With prompting and support, ask and answer questions about key details in a text.
  - **DLM.LA.K.EERI.K.1\_4** - With guidance and support, identify a detail in a familiar text.
  - **DLM.LA.K.EERI.K.1** - Identify details in familiar text.
  - **DLM.LA.K.EERI.K.1\_1** - With guidance and support, identify a detail in a familiar text.
  - **DLM.LA.K.EERI.K.1\_2** - With guidance and support, identify a detail in a familiar text about a personally relevant event or daily routine.
  - **DLM.LA.K.EERI.K.1\_3** - With guidance and support, interact with or explore pictures or objects related to a text while it is read.
  - **DLM.LA.K.RI.K.2** - With prompting and support, identify the main topic and retell key details of a text.
  - **DLM.LA.K.EERI.K.2\_4** - With guidance and support, identify the topic of a familiar text.
  - **DLM.LA.K.EERI.K.2** - Indicate the topic of a familiar text.
  - **DLM.LA.K.EERI.K.2\_1** - With guidance and support, identify the topic of a familiar text.
  - **DLM.LA.K.EERI.K.2\_2** - With guidance and support identify an object or picture that relates to the topic of a familiar text.
  - **DLM.LA.K.EERI.K.2\_3** - With guidance and support, identify a familiar book about a preferred topic.
  - **DLM.LA.K.RI.K.3** - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
  - **DLM.LA.K.EERI.K.3\_4** - With guidance and support, identify individuals, events, or ideas in a familiar informational text.
  - **DLM.LA.K.EERI.K.3** - Identify individuals, events, or ideas in an informational text.
  - **DLM.LA.K.EERI.K.3\_1** - With guidance and support, identify individuals, events, or ideas in a familiar informational text.
  - **DLM.LA.K.EERI.K.3\_2** - With guidance and support, act out events or actions in a familiar informational text.
  - **DLM.LA.K.EERI.K.3\_3** - With guidance and support, participate in acting out events or imitate actions from routines in a familiar informational text.
- **DLM.LA.K.K.CS\_1** - Craft and Structure
  - **DLM.LA.K.RI.K.4** - With prompting and support, ask and answer questions about unknown words in a text.
  - **DLM.LA.K.EERI.K.4\_4** - With guidance and support, ask about an unknown word in a text.
  - **DLM.LA.K.EERI.K.4** - Ask about an unknown word in a text.
  - **DLM.LA.K.EERI.K.4\_1** - With guidance and support, ask about an unknown word in a text.
  - **DLM.LA.K.EERI.K.4\_2** - With guidance and support, indicate when a recently learned word is used in a text.
  - **DLM.LA.K.EERI.K.4\_3** - With guidance and support, exchange a symbol, object, or otherwise communicate a familiar word during shared reading of a text.
  - **DLM.LA.K.RI.K.5** - Identify the front cover, back cover, and title page of a book.
  - **DLM.LA.K.EERI.K.5\_4** - With guidance and support, identify parts of a book.
  - **DLM.LA.K.EERI.K.5** - Identify parts of the book as applicable (top, front cover, title, beginning of text).
  - **DLM.LA.K.EERI.K.5\_1** - With guidance and support, identify parts of a book.

- **DLM.LA.K.EERI.K.5\_2** - Exhibit appropriate book handling or interaction skills.
- **DLM.LA.K.EERI.K.5\_3** - Exhibit emerging book handling skills.
- **DLM.LA.K.RI.K.6** - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **DLM.LA.K.EERI.K.6\_4** - With guidance and support, distinguish between print and illustrations in an informational text.
- **DLM.LA.K.EERI.K.6** - Distinguish between print and illustrations in an informational text.
- **DLM.LA.K.EERI.K.6\_1** - With guidance and support, distinguish between print and illustrations in an informational text.
- **DLM.LA.K.EERI.K.6\_2** - With guidance and support, find an illustration in the text.
- **DLM.LA.K.EERI.K.6\_3** - With guidance and support during shared reading, interact with or explore illustrations, objects, or other tactual representations of an informational text.
- **DLM.LA.K.K.IKI\_1** - Integration of Knowledge and Ideas
- **DLM.LA.K.RI.K.7** - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **DLM.LA.K.EERI.K.7\_4** - With guidance and supports, match illustrations to an informational text.
- **DLM.LA.K.EERI.K.7** - Match parts of an informational text with illustrations in a text.
- **DLM.LA.K.EERI.K.7\_1** - With guidance and support, match illustrations to an informational text.
- **DLM.LA.K.EERI.K.7\_2** - With guidance and support, point to an illustration in an informational text when it is described or labeled by the teacher.
- **DLM.LA.K.EERI.K.7\_3** - With guidance and support during shared reading, interact with or explore illustrations, objects or other tactual representations of the text.
- **DLM.LA.K.RI.K.8** - With prompting and support, identify the reasons an author gives to support points in a text.
- **DLM.LA.K.EERI.K.8\_4** - With guidance and support, identify points the author makes in an informational text.
- **DLM.LA.K.EERI.K.8** - Identify points the author makes in an informational text.
- **DLM.LA.K.EERI.K.8\_1** - With guidance and support, identify points the author makes in an informational text.
- **DLM.LA.K.EERI.K.8\_2** - With guidance and support, recognize when a point the author makes in an informational text is read.
- **DLM.LA.K.EERI.K.8\_3** - With guidance and support during shared reading, interact with or explore illustrations, objects, or other tactual representations of an informational text.
- **DLM.LA.K.RI.K.9** - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- **DLM.LA.K.EERI.K.9\_4** - With guidance and support, match similar parts of two texts on the same topic.
- **DLM.LA.K.EERI.K.9** - Match similar parts of two texts on the same topic.
- **DLM.LA.K.EERI.K.9\_1** - With guidance and support, match similar parts of two texts on the same topic.
- **DLM.LA.K.EERI.K.9\_2** - With guidance and support, identify same pictures/objects from an informational text.
- **DLM.LA.K.EERI.K.9\_3** - With guidance and support, communicate an understanding that items can be the same when presented with two like objects or pictures.

- **DLM.LA.K.K.RRL\_1** - Range of Reading and Level of Text Complexity
  - **DLM.LA.K.RI.K.10** - Actively engage in group reading activities with purpose and understanding.
  - **DLM.LA.K.EERI.K.10** - \*\*This Literature Essential Element references all elements above.
  - **DLM.LA.K.RF.K** - Foundational Skills
- **DLM.LA.K.K.PC** - Print Concepts
  - **DLM.LA.K.RF.K.1** - Demonstrate understanding of the organization and basic features of print.
    - **DLM.LA.K.RF.K.1.a** - Follow words from left to right, top to bottom, and page by page.
    - **DLM.LA.K.EERF.K.1** - With guidance and support, demonstrate an emerging understanding of the organization and basic features of print.
      - **DLM.LA.K.EERF.K.1.a\_4** - With guidance and support during shared reading, turn pages one page at a time from beginning to end.
        - **DLM.LA.K.EERF.K.1.a** - Turn pages appropriately while listening to someone read.
        - **DLM.LA.K.EERF.K.1.a\_1** - With guidance and support during shared reading, turn pages one page at a time from beginning to end.
        - **DLM.LA.K.EERF.K.1.a\_2** - With guidance and support, recognize that books are read one page at a time.
        - **DLM.LA.K.EERF.K.1.a\_3** - With guidance and support, turn pages in a book.
      - **DLM.LA.K.RF.K.1.b** - Recognize that spoken words are represented in written language by specific sequences of letters.
        - **DLM.LA.K.EERF.K.1.b** - N/A
      - **DLM.LA.K.RF.K.1.c** - Understand that words are separated by spaces in print.
        - **DLM.LA.K.EERF.K.1.c** - N/A
      - **DLM.LA.K.RF.K.1.d** - Recognize and name all upper- and lowercase letters of the alphabet.
        - **DLM.LA.K.EERF.K.1.d\_4** - With guidance and support, recognize first letter of own name in print.
          - **DLM.LA.K.EERF.K.1.d** - Recognize first letter of own name in print.
          - **DLM.LA.K.EERF.K.1.d\_1** - With guidance and support, recognize first letter of own name in print.
          - **DLM.LA.K.EERF.K.1.d\_2** - With guidance and support, recognize one letter at a time in print.
          - **DLM.LA.K.EERF.K.1.d\_3** - With guidance and support, explore letters in a variety of forms (e.g., keyboards, letter stamps, and magnetic letters).
- **DLM.LA.K.K.PA** - Phonological Awareness
  - **DLM.LA.K.RF.K.2** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
    - **DLM.LA.K.RF.K.2.a** - Recognize and produce rhyming words.
    - **DLM.LA.K.EERF.K.2** - With guidance and support, demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).
      - **DLM.LA.K.EERF.K.2.a** - With guidance and support, recognize rhyming words.
        - **DLM.LA.K.EERF.K.2.a\_1** - Recognize rhyming words.
        - **DLM.LA.K.EERF.K.2.a\_2** - With guidance and support, recognize rhyming words.
        - **DLM.LA.K.EERF.K.2.a\_3** - With guidance and support, provide a rhyming word to complete a repeated line in a familiar text.

- **DLM.LA.K.EERF.K.2.a\_4** - With guidance and support during shared reading, provide a repeated line in a familiar, rhyming text.
- **DLM.LA.K.RF.K.2.b** - Count, pronounce, blend, and segment syllables in spoken words.
- **DLM.LA.K.EERF.K.2.b\_4** - With guidance and support, recognize the number of words in a spoken message.
- **DLM.LA.K.EERF.K.2.b** - Indicate the number of words in a spoken message.
- **DLM.LA.K.EERF.K.2.b\_1** - With guidance and support, recognize the number of words in a spoken message.
- **DLM.LA.K.EERF.K.2.b\_2** - With guidance and support, recognize the number of words in a short spoken message presented with exaggerated pauses.
- **DLM.LA.K.EERF.K.2.b\_3** - With guidance and support, participate in clapping along with stories, songs, and poems.
- **DLM.LA.K.RF.K.2.c** - Blend and segment onsets and rimes of single-syllable spoken words.
- **DLM.LA.K.EERF.K.2.c\_4** - With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word.
- **DLM.LA.K.EERF.K.2.c** - Identify a word that starts with the same sound as a familiar word.
- **DLM.LA.K.EERF.K.2.c\_1** - With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word.
- **DLM.LA.K.EERF.K.2.c\_2** - With guidance and support, recognize two letter-sounds that are the same.
- **DLM.LA.K.EERF.K.2.c\_3** - With guidance and support, participate in shared reading and singing of stories, songs, tongue twisters, and poems with alliteration.
- **DLM.LA.K.RF.K.2.d** - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- **DLM.LA.K.EERF.K.2.d** - N/A
- **DLM.LA.K.RF.K.2.e** - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- **DLM.LA.K.EERF.K.2.e** - N/A
- **DLM.LA.K.K.PWR** - Phonics and Word Recognition
  - **DLM.LA.K.RF.K.3** - Know and apply grade-level phonics and word analysis skills in decoding words.
  - **DLM.LA.K.RF.K.3.a** - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
  - **DLM.LA.K.EERF.K.3** - With guidance and support, apply letter name and letter-sound knowledge when decoding words during shared activities.
  - **DLM.LA.K.EERF.K.3.a\_4** - With guidance and support, recognize sound of first letter in own name.
  - **DLM.LA.K.EERF.K.3.a** - Recognize sound that begins own name.
  - **DLM.LA.K.EERF.K.3.a\_1** - With guidance and support, recognize sound of first letter in own name.
  - **DLM.LA.K.EERF.K.3.a\_2** - Recognize own name across contexts.
  - **DLM.LA.K.EERF.K.3.a\_3** - With guidance and support, recognize own name when called in a familiar routine.
  - **DLM.LA.K.RF.K.3.b** - Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

- **DLM.LA.K.EERF.K.3.b** - N/A
- **DLM.LA.K.RF.K.3.c** - Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **DLM.LA.K.EERF.K.3.c\_4** - With guidance and support, recognize common signs and/or symbols in the environment.
- **DLM.LA.K.EERF.K.3.c** - Recognizes common signs and/or symbols in the environment.
- **DLM.LA.K.EERF.K.3.c\_1** - With guidance and support, recognize common signs and/or symbols in the environment.
- **DLM.LA.K.EERF.K.3.c\_2** - With guidance and support, use familiar symbols in simple communication exchanges.
- **DLM.LA.K.EERF.K.3.c\_3** - With guidance and support, interact with or explore symbols and objects in the environment.
- **DLM.LA.K.RF.K.3.d** - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- **DLM.LA.K.EERF.K.3.d** - N/A
- **DLM.LA.K.K.FL** - Fluency
- **DLM.LA.K.RF.K.4** - Read emergent-reader texts with purpose and understanding.
- **DLM.LA.K.EERF.K.4\_4** - Engage in independent exploration of books.
- **DLM.LA.K.EERF.K.4** - Engages in independent exploration of books: holding books in the correct orientation, turning pages, and studying individual pages.
- **DLM.LA.K.EERF.K.4\_1** - Engage in independent exploration of books.
- **DLM.LA.K.EERF.K.4\_2** - Engage in directed exploration of books.
- **DLM.LA.K.EERF.K.4\_3** - With guidance and support, explore books.
- **DLM.LA.K.W.K** - Writing
- **DLM.LA.K.K.TTP** - Text Types and Purposes
- **DLM.LA.K.W.K.1** - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- **DLM.LA.K.EEW.K.1** - With guidance and support, select a topic or book and use drawing, dictating, or writing to state an opinion about it.
- **DLM.LA.K.EEW.K.1\_1** - Given a topic or book, and use drawing, dictating, or writing to state an opinion about it.
- **DLM.LA.K.EEW.K.1\_2** - With guidance and support, select a topic or book and use drawing, dictating, or writing to state an opinion about it.
- **DLM.LA.K.EEW.K.1\_3** - With guidance and support, draw, dictate, or write about a self-selected topic or book given two choices.
- **DLM.LA.K.EEW.K.1\_4** - With guidance and support, explore tools for drawing, writing, and self-expression.
- **DLM.LA.K.W.K.2** - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- **DLM.LA.K.EEW.K.2** - With guidance and support, select a topic and use drawing, dictating, or writing to share information about the topic.
- **DLM.LA.K.EEW.K.2\_1** - Select a topic and use drawing, dictating, or writing to share information about it.

- **DLM.LA.K.EEW.K.2\_2** - With guidance and support, select a topic and use drawing, dictating, or writing to share information about the topic.
- **DLM.LA.K.EEW.K.2\_3** - With guidance and support, select a topic for use in shared writing.
- **DLM.LA.K.EEW.K.2\_4** - With guidance and support, interact with objects and artifacts and produce emergent writings related to the topics that other students are writing about.
- **DLM.LA.K.W.K.3** - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- **DLM.LA.K.EEW.K.3\_4** - With guidance and support, select an event and use drawing, dictating, or writing to narrate information about it.
- **DLM.LA.K.EEW.K.3** - Select an event and use drawing, dictating, or writing to narrate information about it. Narrate a single event.
- **DLM.LA.K.EEW.K.3\_1** - With guidance and support, select an event and use drawing, dictating, or writing to narrate information about it.
- **DLM.LA.K.EEW.K.3\_2** - With guidance and support, select an event to write about during shared writing.
- **DLM.LA.K.EEW.K.3\_3** - With guidance and support, choose a comment about an event or experience for an adult or peer to write down.
- **DLM.LA.K.K.PDW** - Production and Distribution of Writing
  - **DLM.LA.K.W.K.4** - (Begins in grade 3)
  - **DLM.LA.K.EEW.K.4** - (Begins in grade 3)
  - **DLM.LA.K.W.K.5** - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
  - **DLM.LA.K.EEW.K.5** - (Begins in grade 1)
  - **DLM.LA.K.W.K.6** - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
  - **DLM.LA.K.EEW.K.6\_4** - With guidance and support from adults, explore a variety of digital tools to produce writing.
  - **DLM.LA.K.EEW.K.6** - Explore a variety of digital tools to produce writing that is published.
  - **DLM.LA.K.EEW.K.6\_1** - With guidance and support from adults, explore a variety of digital tools to produce writing that is published.
  - **DLM.LA.K.EEW.K.6\_2** - With guidance and support, explore a variety of digital tools and print products.
  - **DLM.LA.K.EEW.K.6\_3** - With guidance and support, explore various means of accessing digital tools, and print, save, and display the product in the class or on the Internet.
- **DLM.LA.K.K.RBP** - Research to Build and Present Knowledge
  - **DLM.LA.K.W.K.7** - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
  - **DLM.LA.K.EEW.K.7\_4** - With guidance and support, participate in shared research and writing projects.
  - **DLM.LA.K.EEW.K.7** - Participate in shared research and writing projects.
  - **DLM.LA.K.EEW.K.7\_1** - With guidance and support, participate in shared research and writing projects.

- **DLM.LA.K.EEW.K.7\_2** - With guidance and support, participate in selecting pictures and words to contribute to shared research and writing projects.
- **DLM.LA.K.EEW.K.7\_3** - With prompts and support, explore pictures, words, or objects related to a shared research project.
- **DLM.LA.K.W.K.8** - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **DLM.LA.K.EEW.K.8\_4** - With guidance and support from adults, identify information, objects, or events that relate to personal experiences.
- **DLM.LA.K.EEW.K.8** - Identify information, objects, or events that relate to personal experiences.
- **DLM.LA.K.EEW.K.8\_1** - With guidance and support from adults, identify information, objects, or events that relate to personal experiences.
- **DLM.LA.K.EEW.K.8\_2** - With guidance and support from adults during shared writing activities, select personal objects from an array of choices to be included in a text.
- **DLM.LA.K.EEW.K.8\_3** - With guidance and support from adults during shared writing activities, interact with familiar objects that are being offered as choices in a text.
- **DLM.LA.K.W.K.9** - (Begins in grade 4)
- **DLM.LA.K.EEW.K.9** - (Begins in grade 4)
- **DLM.LA.K.K.RW** - Range of Writing
- **DLM.LA.K.W.K.10** - (Begins in grade 3)
- **DLM.LA.K.EEW.K.10** - (Begins in grade 3)
- **DLM.LA.K.SL.K** - Speaking and Listening
- **DLM.LA.K.K.CC** - Comprehension and Collaboration
- **DLM.LA.K.SL.K.1** - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **DLM.LA.K.SL.K.1.a** - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- **DLM.LA.K.EESL.K.1** - Participate in communication exchanges with diverse partners.
- **DLM.LA.K.EESL.K.1.a\_4** - Communicate directly with peers.
- **DLM.LA.K.EESL.K.1.a** - Participate in multiple-turn communication exchanges with peers.
- **DLM.LA.K.EESL.K.1.a\_1** - Communicate directly with peers.
- **DLM.LA.K.EESL.K.1.a\_2** - With guidance and support from an adult, participate in communication exchanges with peers.
- **DLM.LA.K.EESL.K.1.a\_3** - With guidance and support of an adult, share information with a peer.
- **DLM.LA.K.SL.K.1.b** - Continue a conversation through multiple exchanges.
- **DLM.LA.K.EESL.K.1.b\_4** - Participate in multiple-turn communication exchanges with adults.
- **DLM.LA.K.EESL.K.1.b** - Initiate or sustain multiple-turn communication exchanges with adults.
- **DLM.LA.K.EESL.K.1.b\_1** - Participate in multiple-turn communication exchanges with adults.
- **DLM.LA.K.EESL.K.1.b\_2** - Communicate directly with an adult.

- **DLM.LA.K.EESL.K.1.b\_3** - With guidance and support, communicate directly with an adult.
- **DLM.LA.K.SL.K.2** - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **DLM.LA.K.EESL.K.2\_4** - Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.
- **DLM.LA.K.EESL.K.2** - Confirm understanding of a familiar text read aloud.
- **DLM.LA.K.EESL.K.2\_1** - Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.
- **DLM.LA.K.EESL.K.2\_2** - With guidance and support, demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.
- **DLM.LA.K.EESL.K.2\_3** - Attend to a familiar text read aloud or information presented orally or through other media.
- **DLM.LA.K.SL.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **DLM.LA.K.EESL.K.3\_4** - Ask for help when needed.
- **DLM.LA.K.EESL.K.3** - Ask for help when needed and if more information is necessary for clarification, ask additional questions.
- **DLM.LA.K.EESL.K.3\_1** - Ask for help when needed.
- **DLM.LA.K.EESL.K.3\_2** - With guidance and support, ask for help when needed.
- **DLM.LA.K.EESL.K.3\_3** - Indicate distress.
- **DLM.LA.K.K.PKI** - Presentation of Knowledge and Ideas
  - **DLM.LA.K.SL.K.4** - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
  - **DLM.LA.K.EESL.K.4\_4** - With guidance and support, identify familiar people, places, things, and events.
  - **DLM.LA.K.EESL.K.4** - Identify familiar people, places, things, and events.
  - **DLM.LA.K.EESL.K.4\_1** - With guidance and support, identify familiar people, places, things, and events.
  - **DLM.LA.K.EESL.K.4\_2** - With guidance and support, respond to familiar people and things.
  - **DLM.LA.K.EESL.K.4\_3** - With guidance and support, attend to familiar people and things.
  - **DLM.LA.K.SL.K.5** - Add drawings or other visual displays to descriptions as desired to provide additional detail.
  - **DLM.LA.K.EESL.K.5\_4** - With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.
  - **DLM.LA.K.EESL.K.5** - Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.
  - **DLM.LA.K.EESL.K.5\_1** - With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.
  - **DLM.LA.K.EESL.K.5\_2** - With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events given an array of objects to choose from.

- **DLM.LA.K.EESL.K.5\_3** - With guidance and support, attend to objects placed before them.
- **DLM.LA.K.SL.K.6** - Speak audibly and express thoughts, feelings, and ideas clearly.
- **DLM.LA.K.EESL.K.6\_4** - With guidance and support, communicate thoughts, feelings, and ideas.
- **DLM.LA.K.EESL.K.6** - Communicate thoughts, feelings, and ideas.
- **DLM.LA.K.EESL.K.6\_1** - With guidance and support, communicate thoughts, feelings, and ideas.
- **DLM.LA.K.EESL.K.6\_2** - With guidance and support, communicate feeling.
- **DLM.LA.K.EESL.K.6\_3** - Communicates likes and dislikes.
- **DLM.LA.K.L.K** - Language
  - **DLM.LA.K.K.CSE** - Conventions of Standard English
    - **DLM.LA.K.L.K.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
      - **DLM.LA.K.L.K.1.a** - Print many upper- and lowercase letters.
      - **DLM.LA.K.EEL.K.1** - Demonstrate emerging understandings of English grammar and word usage when communicating.
        - **DLM.LA.K.EEL.K.1.a\_4** - With guidance and support, distinguish between letters and other symbols or shapes.
        - **DLM.LA.K.EEL.K.1.a** - Demonstrate understanding of letters.
        - **DLM.LA.K.EEL.K.1.a\_1** - With guidance and support, distinguish between letters and other symbols or shapes.
        - **DLM.LA.K.EEL.K.1.a\_2** - With guidance and support, demonstrate awareness that letters and words are connected to environmental icons.
        - **DLM.LA.K.EEL.K.1.a\_3** - With guidance and support, communicate awareness that objects, pictures, and signs can represent words and ideas.
      - **DLM.LA.K.L.K.1.b** - Use frequently occurring nouns and verbs.
        - **DLM.LA.K.EEL.K.1.b\_4** - With guidance and support, identify objects or other symbols that represent familiar nouns.
        - **DLM.LA.K.EEL.K.1.b** - Demonstrate the meaning of familiar words that indicate objects and actions.
        - **DLM.LA.K.EEL.K.1.b\_1** - With guidance and support, identify objects or other symbols that represent familiar nouns.
        - **DLM.LA.K.EEL.K.1.b\_2** - With guidance and support, identify familiar nouns.
        - **DLM.LA.K.EEL.K.1.b\_3** - With guidance and support, responds to own name.
      - **DLM.LA.K.L.K.1.c** - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
        - **DLM.LA.K.EEL.K.1.c** - N/A
      - **DLM.LA.K.L.K.1.d** - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
        - **DLM.LA.K.EEL.K.1.d\_4** - With guidance and support, answer simple questions (e.g., who, what).
          - **DLM.LA.K.EEL.K.1.d** - When asked a question beginning with what, why, or who, will reply with appropriate response.
            - **DLM.LA.K.EEL.K.1.d\_1** - With guidance and support, answer simple questions (e.g., who, what).
            - **DLM.LA.K.EEL.K.1.d\_2** - With guidance and support, indicates preference when given choices.
            - **DLM.LA.K.EEL.K.1.d\_3** - With guidance and support, communicate likes and dislikes.
        - **DLM.LA.K.L.K.1.e** - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

- **DLM.LA.K.EEL.K.1.e\_4** - With guidance and support, demonstrate understanding of common prepositions: on, off, in, out.
- **DLM.LA.K.EEL.K.1.e** - Follow directions that involve location requests.
- **DLM.LA.K.EEL.K.1.e\_1** - With guidance and support, demonstrate understanding of common prepositions: on, off, in, out.
- **DLM.LA.K.EEL.K.1.e\_2** - With guidance and support, respond to directions related to location.
- **DLM.LA.K.EEL.K.1.e\_3** - With guidance and support, communicates an understanding of a simple preposition (e.g., off).
- **DLM.LA.K.L.K.1.f** - Produce and expand complete sentences in shared language activities.
- **DLM.LA.K.EEL.K.1.f\_4** - With guidance and support, link two or more words together in communication.
- **DLM.LA.K.EEL.K.1.f** - In language games supply missing word.
- **DLM.LA.K.EEL.K.1.f\_1** - With guidance and support, link two or more words together in communication.
- **DLM.LA.K.EEL.K.1.f\_2** - With guidance and support, participates in shared language activities when given directions.
- **DLM.LA.K.EEL.K.1.f\_3** - With guidance and support, communicate a response to instructor communication.
- **DLM.LA.K.L.K.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **DLM.LA.K.L.K.2.a** - Capitalize the first word in a sentence and the pronoun I.
- **DLM.LA.K.L.K.2.b** - Recognize and name end punctuation.
- **DLM.LA.K.L.K.2.c** - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- **DLM.LA.K.L.K.2.d** - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- **DLM.LA.K.EEL.K.2** - Demonstrate emerging understandings of writing.
- **DLM.LA.K.EEL.K.2.a-d\_4** - Demonstrate emerging understandings of writing.
- **DLM.LA.K.EEL.K.2.a-d** - Distinguish between writing and drawing.
- **DLM.LA.K.EEL.K.2.a-d\_1** - Demonstrate emerging understandings of writing.
- **DLM.LA.K.EEL.K.2.a-d\_2** - With guidance and support, participates in emergent writing.
- **DLM.LA.K.EEL.K.2.a-d\_3** - With guidance and support, explore writing tools.
- **DLM.LA.K.K.KL** - Knowledge of Language
- **DLM.LA.K.L.K.3** - (Begins in grade 2)
- **DLM.LA.K.EEL.K.3** - (Begins in grade 2)
- **DLM.LA.K.K.VAU** - Vocabulary Acquisition and Use
- **DLM.LA.K.L.K.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **DLM.LA.K.L.K.4.a** - Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- **DLM.LA.K.EEL.K.4** - Demonstrate an understanding of vocabulary based on reading and other content.
- **DLM.LA.K.EEL.K.4.a\_4** - Demonstrate an understanding of familiar words.
- **DLM.LA.K.EEL.K.4.a** - Respond to familiar words that have multiple meanings.

- **DLM.LA.K.EEL.K.4.a\_1** - Demonstrate an understanding of familiar words.
- **DLM.LA.K.EEL.K.4.a\_2** - With guidance and support, demonstrate an understanding of familiar words.
- **DLM.LA.K.EEL.K.4.a\_3** - With guidance and support, responds to personally relevant, familiar words presented as a pictures, signs, or spoken words.
- **DLM.LA.K.L.K.4.b** - Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- **DLM.LA.K.EEL.K.4.b** - N/A
- **DLM.LA.K.L.K.5** - With guidance and support from adults, explore word relationships and nuances in word meanings.
- **DLM.LA.K.L.K.5.a** - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- **DLM.LA.K.EEL.K.5** - With guidance and support from adults, explore word relationships:
- **DLM.LA.K.EEL.K.5.a\_4** - With guidance and support, sort common objects into familiar categories.
- **DLM.LA.K.EEL.K.5.a** - Sort common objects into familiar categories.
- **DLM.LA.K.EEL.K.5.a\_1** - With guidance and support, sort common objects into familiar categories.
- **DLM.LA.K.EEL.K.5.a\_2** - With guidance and support, matches a common object with another common object that is not an exact match.
- **DLM.LA.K.EEL.K.5.a\_3** - With guidance and support, demonstrates an understanding of the concept of sameness by matching two objects that are an exact match.
- **DLM.LA.K.L.K.5.b** - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- **DLM.LA.K.EEL.K.5.b\_4** - With guidance and support, demonstrate understanding of frequently occurring opposites.
- **DLM.LA.K.EEL.K.5.b** - Responds to opposites with appropriate actions.
- **DLM.LA.K.EEL.K.5.b\_1** - With guidance and support, demonstrates understanding of frequently occurring opposites.
- **DLM.LA.K.EEL.K.5.b\_2** - With guidance and support, recognizes differences by finding the different object in a set of similar objects.
- **DLM.LA.K.EEL.K.5.b\_3** - With guidance and support, communicate an awareness of the concept of difference by attending to new object/stimuli longer than a known stimuli/object.
- **DLM.LA.K.L.K.5.c** - Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- **DLM.LA.K.EEL.K.5.c\_4** - With guidance and support, use words to communicate in real-life situations.
- **DLM.LA.K.EEL.K.5.c** - Identify real-life connections with words and use.
- **DLM.LA.K.EEL.K.5.c\_1** - With guidance and support, use words to communicate in real-life situations.
- **DLM.LA.K.EEL.K.5.c\_2** - With guidance and support, identify real-life connections with words and their uses.
- **DLM.LA.K.EEL.K.5.c\_3** - With guidance and support, communicate in school-based settings and receive a response from staff and/or students.
- **DLM.LA.K.L.K.5.d** - Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

- **DLM.LA.K.EEL.K.5.d\_4** - With guidance and support, demonstrate an understanding of common verbs.
- **DLM.LA.K.EEL.K.5.d** - Demonstrate an understanding of common verbs.
- **DLM.LA.K.EEL.K.5.d\_1** - With guidance and support, demonstrate an understanding of common verbs.
- **DLM.LA.K.EEL.K.5.d\_2** - With guidance and support, perform the actions that others are being asked to perform following the models of peers and others.
- **DLM.LA.K.EEL.K.5.d\_3** - With guidance and support, perform a routine action.
- **DLM.LA.K.L.K.6** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- **DLM.LA.K.EEL.K.6\_4** - Use words acquired through conversations, being read to, and during shared reading activities.
- **DLM.LA.K.EEL.K.6** - Uses/applies frequently used words in familiar contexts.
- **DLM.LA.K.EEL.K.6\_1** - Use words acquired through conversations, being read to, and during shared reading activities.
- **DLM.LA.K.EEL.K.6\_2** - With guidance and support, pays attention to language cues.
- **DLM.LA.K.EEL.K.6\_3** - With guidance and support, attends to a familiar communication partner.
- DLM.LA.1.RL.1** - Reading Literature
- **DLM.LA.1..KID** - Key Ideas and Details
  - **DLM.LA.1.RL.1.1** - Ask and answer questions about key details in a text.
  - **DLM.LA.1.EERL.1.1\_4** - Identify details in familiar stories.
  - **DLM.LA.1.EERL.1.1** - Identify key details in familiar stories.
  - **DLM.LA.1.EERL.1.1\_1** - Identify details in familiar stories.
  - **DLM.LA.1.EERL.1.1\_2** - Identify an object that relates to a detail in a familiar, personally relevant text.
  - **DLM.LA.1.EERL.1.1\_3** - With guidance and support, identify a familiar object that relates to a classroom activity.
  - **DLM.LA.1.RL.1.2** - Retell stories, including key details, and demonstrate understanding of their central message or lesson.
  - **DLM.LA.1.EERL.1.2\_4** - Retell details from a familiar story.
  - **DLM.LA.1.EERL.1.2** - Retell a familiar story including key details.
  - **DLM.LA.1.EERL.1.2\_1** - Retell details from a familiar story.
  - **DLM.LA.1.EERL.1.2\_2** - With guidance and support, recall a detail from a familiar story.
  - **DLM.LA.1.EERL.1.2\_3** - With guidance and support, identify an object that relates to a detail in a familiar, personally relevant text.
  - **DLM.LA.1.RL.1.3** - Describe characters, settings, and major events in a story, using key details.
  - **DLM.LA.1.EERL.1.3\_4** - Identify characters and settings in a familiar story.
  - **DLM.LA.1.EERL.1.3** - Identify the characters and settings in a story.
  - **DLM.LA.1.EERL.1.3\_1** - Identify characters and settings in a familiar story.
  - **DLM.LA.1.EERL.1.3\_2** - With guidance and support, identify a character or the setting in a familiar story.
  - **DLM.LA.1.EERL.1.3\_3** - With guidance and support and a story that includes people in the student's life, identify the person in the story.

- **DLM.LA.1..CS** - Craft and Structure
  - **DLM.LA.1.RL.1.4** - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
  - **DLM.LA.1.EERL.1.4\_4** - Identify sensory or feeling words in a familiar story.
  - **DLM.LA.1.EERL.1.4** - Identify sensory or feeling words in a story.
  - **DLM.LA.1.EERL.1.4\_1** - Identify sensory or feeling words in a familiar story.
  - **DLM.LA.1.EERL.1.4\_2** - With guidance and support, identify a specified sensory or feeling word in a familiar story.
  - **DLM.LA.1.EERL.1.4\_3** - With guidance and support, imitate, act out, or otherwise gesture to demonstrate a sensory or feeling word that is used in a familiar text.
  - **DLM.LA.1.RL.1.5** - Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
  - **DLM.LA.1.EERL.1.5\_4** - Classify reading materials into storybooks and informational books.
  - **DLM.LA.1.EERL.1.5** - Select storybooks and informational books from a library or other large collection of materials.
  - **DLM.LA.1.EERL.1.5\_1** - Classify reading materials into storybooks and informational books.
  - **DLM.LA.1.EERL.1.5\_2** - Select specified familiar storybooks to read.
  - **DLM.LA.1.EERL.1.5\_3** - Choose a storybook to read or listen to.
  - **DLM.LA.1.RL.1.6** - Identify who is telling the story at various points in a text.
  - **DLM.LA.1.EERL.1.6\_4** - Identify a speaker in a familiar story.
  - **DLM.LA.1.EERL.1.6** - Identify the speaker or narrator in a story with multiple speakers or narrators.
  - **DLM.LA.1.EERL.1.6\_1** - Identify a speaker in a familiar story.
  - **DLM.LA.1.EERL.1.6\_2** - With guidance and support, identify the speaker or narrator in a familiar story.
  - **DLM.LA.1.EERL.1.6\_3** - With guidance and support, say the repeated line spoken by the speaker or narrator in a familiar story.
- **DLM.LA.1..IKI** - Integration of Knowledge and Ideas
  - **DLM.LA.1.RL.1.7** - Use illustrations and details in a story to describe its characters, setting, or events.
  - **DLM.LA.1.EERL.1.7\_4** - Identify details or illustrations that describe the characters or events in a familiar story.
  - **DLM.LA.1.EERL.1.7** - Identify details or illustrations that describe the characters or events in a story.
  - **DLM.LA.1.EERL.1.7\_1** - Identify details or illustrations that describe the characters or events in a familiar story.
  - **DLM.LA.1.EERL.1.7\_2** - With guidance and support, identify details or illustrations that describe the characters or events in a familiar story.
  - **DLM.LA.1.EERL.1.7\_3** - With guidance and support, attend to illustrations and descriptions of story characters during shared reading of a familiar story.
  - **DLM.LA.1.RL.1.8** - (Not applicable to literature)
  - **DLM.LA.1.EERL.1.8** - N/A
  - **DLM.LA.1.RL.1.9** - Compare and contrast the adventures and experiences of characters in stories.
  - **DLM.LA.1.EERL.1.9\_4** - Identify the adventures or experiences of characters in a familiar story.
  - **DLM.LA.1.EERL.1.9** - Compare the adventures or experiences of characters in a story.

- **DLM.LA.1.EERL.1.9\_1** - Identify the adventures or experiences of characters in a familiar story.
  - **DLM.LA.1.EERL.1.9\_2** - With guidance and support, identify the adventures or experiences of characters in a familiar story.
  - **DLM.LA.1.EERL.1.9\_3** - With guidance and support during shared reading of a familiar story, attend to illustrations or descriptions of the adventures or experiences of characters.
  - **DLM.LA.1..RRL** - Range of Reading and Level of Text Complexity
    - **DLM.LA.1.RL.1.10** - With prompting and support, read prose and poetry of appropriate complexity for grade 1.
    - **DLM.LA.1.EERL.1.10** - \*\*This Literature Essential Element references all elements above.
  - **DLM.LA.1.RI.1** - Reading Informational Text
    - **DLM.LA.1..KID\_1** - Key Ideas and Details
      - **DLM.LA.1.RI.1.1** - Ask and answer questions about key details in a text.
      - **DLM.LA.1.EERI.1.1\_4** - Identify details in familiar text.
      - **DLM.LA.1.EERI.1.1** - Identify key details in a text.
      - **DLM.LA.1.EERI.1.1\_1** - Identify details in familiar text.
      - **DLM.LA.1.EERI.1.1\_2** - With prompting, identify a detail in text.
      - **DLM.LA.1.EERI.1.1\_3** - With prompts and support, orient to materials related to a text or books.
    - **DLM.LA.1.RI.1.2** - Identify the main topic and retell key details of a text.
    - **DLM.LA.1.EERI.1.2\_4** - Retell details of a familiar text.
    - **DLM.LA.1.EERI.1.2** - Retell information from text.
    - **DLM.LA.1.EERI.1.2\_1** - Retell details of a familiar text.
    - **DLM.LA.1.EERI.1.2\_2** - With prompts and support, recall a detail from informational text.
    - **DLM.LA.1.EERI.1.2\_3** - With prompts and support, demonstrates an interest in reading informational text.
  - **DLM.LA.1.RI.1.3** - Describe the connection between two individuals, events, ideas, or pieces of information in a text.
  - **DLM.LA.1.EERI.1.3\_4** - With guidance and support, identify events or ideas in a familiar text.
  - **DLM.LA.1.EERI.1.3** - Identify similarities and differences between events or activities in a text.
  - **DLM.LA.1.EERI.1.3\_1** - With guidance and support, identify events or ideas in a familiar text.
  - **DLM.LA.1.EERI.1.3\_2** - With guidance and support, identify an event in a familiar text.
  - **DLM.LA.1.EERI.1.3\_3** - With guidance and support, focus on activities in text.
- **DLM.LA.1..CS\_1** - Craft and Structure
  - **DLM.LA.1.RI.1.4** - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
  - **DLM.LA.1.EERI.1.4\_4** - Respond to questions about a new word in familiar text.
  - **DLM.LA.1.EERI.1.4** - Answer questions about words and phrases in a text.
  - **DLM.LA.1.EERI.1.4\_1** - Respond to questions about a new word in familiar text.
  - **DLM.LA.1.EERI.1.4\_2** - With guidance and support, indicate unknown words in familiar text.
  - **DLM.LA.1.EERI.1.4\_3** - Respond to illustrations/objects of items in text.
  - **DLM.LA.1.RI.1.5** - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

- **DLM.LA.1.EERI.1.5\_4** - With guidance and support, recognize that books have titles.
- **DLM.LA.1.EERI.1.5** - Locate titles and labels in a familiar text (e.g., book, calendars).
- **DLM.LA.1.EERI.1.5\_1** - With guidance and support, recognize that books have titles.
- **DLM.LA.1.EERI.1.5\_2** - With guidance and support, indicate a book or another text.
- **DLM.LA.1.EERI.1.5\_3** - Attend to a book or text when it is read.
- **DLM.LA.1.RI.1.6** - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **DLM.LA.1.EERI.1.6\_4** - With guidance and support, distinguish between text and illustrations in a text.
- **DLM.LA.1.EERI.1.6** - Demonstrate an understanding that words, pictures, and illustrations give information.
- **DLM.LA.1.EERI.1.6\_1** - With guidance and support, distinguish between text and illustrations in a text.
- **DLM.LA.1.EERI.1.6\_2** - With guidance and support, find the illustration that gives the information needed.
- **DLM.LA.1.EERI.1.6\_3** - With guidance and support, attend to pictures related to an informational text.
- **DLM.LA.1..IKI\_1** - Integration of Knowledge and Ideas
- **DLM.LA.1.RI.1.7** - Use the illustrations and details in a text to describe its key ideas.
- **DLM.LA.1.EERI.1.7\_4** - Identify illustration that shows what the text is describing.
- **DLM.LA.1.EERI.1.7** - Match illustrations with key ideas in text.
- **DLM.LA.1.EERI.1.7\_1** - Identify illustration that shows what the text is describing.
- **DLM.LA.1.EERI.1.7\_2** - With guidance and support, find the illustration that gives the information needed.
- **DLM.LA.1.EERI.1.7\_3** - With guidance and support, attend to illustrations as text is read.
- **DLM.LA.1.RI.1.8** - Identify the reasons an author gives to support points in a text.
- **DLM.LA.1.EERI.1.8\_4** - With guidance and support, identify details that match the topic of a text.
- **DLM.LA.1.EERI.1.8** - Identify a point the author makes.
- **DLM.LA.1.EERI.1.8\_1** - With guidance and support, identify the details that match the topic of a text.
- **DLM.LA.1.EERI.1.8\_2** - With guidance and support, indicate if a detail was in the text.
- **DLM.LA.1.EERI.1.8\_3** - Participate in an activity listing points the author made.
- **DLM.LA.1.RI.1.9** - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- **DLM.LA.1.EERI.1.9\_4** - With guidance and support, match similar parts of two texts on the same topic.
- **DLM.LA.1.EERI.1.9** - Identify basic similarities and differences between two illustrations.
- **DLM.LA.1.EERI.1.9\_1** - With guidance and support, match similar parts of two texts on the same topic.
- **DLM.LA.1.EERI.1.9\_2** - With guidance and support, match similar illustrations about the same content.
- **DLM.LA.1.EERI.1.9\_3** - Participate in activity to match similar illustrations about the same content.
- **DLM.LA.1..RRL\_1** - Range of Reading and Level of Text Complexity
- **DLM.LA.1.RI.1.10** - With prompting and support, read informational texts appropriately complex for grade 1.
- **DLM.LA.1.EERI.1.10** - \*\*This Literature Essential Element references all elements above.
- **DLM.LA.1.RF.1** - Foundational Skills
- **DLM.LA.1..PC** - Print Concepts

- **DLM.LA.1.RF.1.1** - Demonstrate understanding of the organization and basic features of print.
- **DLM.LA.1.RF.1.1.a** - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **DLM.LA.1.EERF.1.1** - Demonstrate an understanding of the organization and basic features of print.
- **DLM.LA.1.EERF.1.1.a\_4** - Interact with books one page at a time from beginning to end.
- **DLM.LA.1.EERF.1.1.a** - Interacts with books by selecting a book, orienting the book correctly, and turning pages one at a time.
- **DLM.LA.1.EERF.1.1.a\_1** - Interact with books one page at a time from beginning to end.
- **DLM.LA.1.EERF.1.1.a\_2** - Turn pages in a book.
- **DLM.LA.1.EERF.1.1.a\_3** - Interact with a book.
- **DLM.LA.1.EERF.1.1.b** - Follow print from left to right.
- **DLM.LA.1.EERF.1.1.c** - Follow print from top to bottom.
- **DLM.LA.1.EERF.1.1.b-c** - Follow print left to right pointing to words one-at-a-time with one-to-one correspondence.
- **DLM.LA.1.EERF.1.1.b-c\_1** - Follow print from left to right and top to bottom.
- **DLM.LA.1.EERF.1.1.b-c\_2** - Identify where to begin when reading a page of text.
- **DLM.LA.1.EERF.1.1.b-c\_3** - Attend to text.
- **DLM.LA.1..PA** - Phonological Awareness
  - **DLM.LA.1.RF.1.2** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - **DLM.LA.1.RF.1.2.a** - Distinguish long from short vowel sounds in spoken single-syllable words.
  - **DLM.LA.1.EERF.1.2** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - **DLM.LA.1.EERF.1.2.a** - Identify spoken rhyming words
    - **DLM.LA.1.EERF.1.2.a\_1** - Match word/picture cards to spoken word.
    - **DLM.LA.1.EERF.1.2.a\_2** - Identify spoken rhyming words.
    - **DLM.LA.1.EERF.1.2.a\_3** - Provide a rhyming word that completes a predictable, repeated refrain in a familiar story.
    - **DLM.LA.1.EERF.1.2.a\_4** - Repeat rhyming words.
  - **DLM.LA.1.RF.1.2.b** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - **DLM.LA.1.EERF.1.2.b\_4** - With guidance and support, indicate the number of syllables in a spoken word.
  - **DLM.LA.1.EERF.1.2.b** - Indicate the number of syllables in spoken words (e.g., clap or tap to indicate syllables spoken by an adult).
    - **DLM.LA.1.EERF.1.2.b\_1** - With guidance and support, indicate the number of syllables in a spoken word (e.g., clap or tap to indicate syllables spoken by an adult).
    - **DLM.LA.1.EERF.1.2.b\_2** - With guidance and support, clap once for a one syllable word spoken by an adult.
    - **DLM.LA.1.EERF.1.2.b\_3** - With guidance and support, participate by clapping while peers clap once for a one syllable word spoken by an adult.

- **DLM.LA.1.RF.1.2.c** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **DLM.LA.1.EERF.1.2.c\_4** - Identify a single syllable spoken word with
  - **DLM.LA.1.EERF.1.2.c** - Identify single-syllable words with the same onset (beginning sound) as a familiar word.
  - **DLM.LA.1.EERF.1.2.c\_1** - Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word.
  - **DLM.LA.1.EERF.1.2.c\_2** - Match a familiar, single-syllable word with the onset and rhyme segmented.
  - **DLM.LA.1.EERF.1.2.c\_3** - Repeat an onset sound along with the corresponding word.
- **DLM.LA.1.RF.1.2.d** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- **DLM.LA.1.EERF.1.2.d\_4** - Match orally presented segmented phonemes to pictures that are labeled orally first by an adult.
- **DLM.LA.1.EERF.1.2.d** - Match orally presented, segmented phonemes to pictures without first hearing the label of the pictures.
- **DLM.LA.1.EERF.1.2.d\_1** - Match orally presented segmented phonemes to pictures that are labeled orally first by an adult.
- **DLM.LA.1.EERF.1.2.d\_2** - Point to pictures as an adult labels them.
- **DLM.LA.1.EERF.1.2.d\_3** - Attend to pictures and illustrations presented by an adult.
- **DLM.LA.1.PWR** - Phonics and Word Recognition
  - **DLM.LA.1.RF.1.3** - Know and apply grade-level phonics and word analysis skills in decoding words.
    - **DLM.LA.1.RF.1.3.a** - Know the spelling-sound correspondences for common consonant digraphs.
    - **DLM.LA.1.EERF.1.3** - Apply letter name and letter-sound knowledge when decoding words during shared activities.
      - **DLM.LA.1.EERF.1.3.a\_4** - Identify words that begin with a single-consonant phoneme that is spoken by an adult.
        - **DLM.LA.1.EERF.1.3.a** - Identify a word that will complete the matching phoneme.
        - **DLM.LA.1.EERF.1.3.a\_1** - Identify words that begin with a single-consonant phoneme that is spoken by an adult.
        - **DLM.LA.1.EERF.1.3.a\_2** - Identify word/picture cards by the first letter.
        - **DLM.LA.1.EERF.1.3.a\_3** - With guidance and support, identify the same letter at the beginning of two words.
    - **DLM.LA.1.RF.1.3.b** - Decode regularly spelled one-syllable words.
      - **DLM.LA.1.EERF.1.3.b** - N/A
    - **DLM.LA.1.RF.1.3.c** - Know final -e and common vowel team conventions for representing long vowel sounds.
      - **DLM.LA.1.EERF.1.3.c** - N/A
    - **DLM.LA.1.RF.1.3.d** - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
      - **DLM.LA.1.EERF.1.3.d** - N/A
    - **DLM.LA.1.RF.1.3.e** - Decode two-syllable words following basic patterns by breaking the words into syllables.
      - **DLM.LA.1.EERF.1.3.e** - N/A
    - **DLM.LA.1.RF.1.3.f** - Read words with inflectional endings.
      - **DLM.LA.1.EERF.1.3.f** - N/A

- **DLM.LA.1.RF.1.3.g** - Recognize and read grade-appropriate irregularly spelled words.
- **DLM.LA.1.EERF.1.3.g** - N/A
- **DLM.LA.1..FL** - Fluency
  - **DLM.LA.1.RF.1.4** - Read with sufficient accuracy and fluency to support comprehension.
  - **DLM.LA.1.RF.1.4.a** - Read on-level text with purpose and understanding.
  - **DLM.LA.1.EERF.1.4** - Engage in sustained independent study of books (e.g., studies a book one page at a time).
  - **DLM.LA.1.a** - Independently engage in exploring a book or navigating pages in a multimedia book.
  - **DLM.LA.1.EERF.1.4.a** - Independently engage in silent study of individual pages while exploring a book or navigating pages in a multimedia book.
  - **DLM.LA.1.EERF.1.4.a\_1** - Independently engage in exploring a book or navigating pages in a multimedia book.
  - **DLM.LA.1.EERF.1.4.a\_2** - Engage in shared exploration of a book or multimedia book.
  - **DLM.LA.1.EERF.1.4.a\_3** - Attend while sharing in the exploration of a book or multimedia book.
  - **DLM.LA.1.RF.1.4.b** - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - **DLM.LA.1.EERF.1.4.b\_4** - Sustain attention to a variety of reading materials reflecting a variety of text genre.
  - **DLM.LA.1.EERF.1.4.b** - Select a preferred book or text and attend to the reading.
  - **DLM.LA.1.EERF.1.4.b\_1** - Sustain attention to a variety of reading materials reflecting a variety of text genre.
  - **DLM.LA.1.EERF.1.4.b\_2** - Sustain attention to a preferred, familiar text.
  - **DLM.LA.1.EERF.1.4.b\_3** - Attend to a preferred, familiar text.
  - **DLM.LA.1.RF.1.4.c** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
  - **DLM.LA.1.EERF.1.4.c** - N/A
- **DLM.LA.1.W.1** - Writing
  - **DLM.LA.1..TTP** - Text Types and Purposes
    - **DLM.LA.1.W.1.1** - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
    - **DLM.LA.1.EEW.1.1\_4** - Select a book and use drawing, dictating, or writing to state an opinion about it.
    - **DLM.LA.1.EEW.1.1** - Select a selected topic or book and use drawing, dictating, or writing to state an opinion about it.
    - **DLM.LA.1.EEW.1.1\_1** - Select a book and use drawing, dictating, or writing to state an opinion about it.
    - **DLM.LA.1.EEW.1.1\_2** - With guidance and support, select a book and use drawing, dictating, or writing to state an opinion about it.
    - **DLM.LA.1.EEW.1.1\_3** - Communicate a preference for a book.
  - **DLM.LA.1.W.1.2** - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
  - **DLM.LA.1.EEW.1.2\_4** - Select a topic and use drawing, dictating, or writing to share information about it.
  - **DLM.LA.1.EEW.1.2** - Name a topic and use drawing, dictating, or writing to share information about it.
  - **DLM.LA.1.EEW.1.2\_1** - Select a topic and use drawing, dictating, or writing to share information about it.

- **DLM.LA.1.EEW.1.2\_2** - With guidance and support, use drawing, dictating, or writing to share information about a topic.
- **DLM.LA.1.EEW.1.2\_3** - With guidance and support, select a topic.
- **DLM.LA.1.W.1.3** - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- **DLM.LA.1.EEW.1.3\_4** - Select an event and use drawing, dictating, or writing to share information about it.
- **DLM.LA.1.EEW.1.3** - Introduce or name events and use drawing, dictating, or writing to share information about them.
- **DLM.LA.1.EEW.1.3\_1** - Select an event and use drawing, dictating, or writing to share information about it.
- **DLM.LA.1.EEW.1.3\_2** - With guidance and support, select an event and use drawing, dictating, or writing to share information about it.
- **DLM.LA.1.EEW.1.3\_3** - With guidance and support, select a preferred event or activity.
- **DLM.LA.1..PDW** - Production and Distribution of Writing
  - **DLM.LA.1.W.1.4** - (Begins in grade 3)
  - **DLM.LA.1.EEW.1.4** - (Begins in grade 3)
  - **DLM.LA.1.W.1.5** - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
  - **DLM.LA.1.EEW.1.5\_4** - With guidance and support from adults, add more information to own drawing, dictating, or writing to strengthen it.
  - **DLM.LA.1.EEW.1.5** - Add more information to own drawing, dictating, or writing to strengthen it.
  - **DLM.LA.1.EEW.1.5\_1** - With guidance and support from adults, add more information to own drawing, dictating, or writing to strengthen it.
  - **DLM.LA.1.EEW.1.5\_2** - With guidance and support, draw, dictate, or write more when asked.
  - **DLM.LA.1.EEW.1.5\_3** - With guidance and support, explore tools for drawing, writing, and self-expression.
  - **DLM.LA.1.W.1.6** - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
  - **DLM.LA.1.EEW.1.6\_4** - With guidance and support from adults, use a variety of digital tools to produce writing, including in collaboration with peers.
  - **DLM.LA.1.EEW.1.6** - Use a variety of digital tools to produce writing, including in collaboration with peers.
  - **DLM.LA.1.EEW.1.6\_1** - With guidance and support from adults, use a variety of digital tools to produce writing, including in collaboration with peers.
  - **DLM.LA.1.EEW.1.6\_2** - With guidance and support from adults, explore digital tools to produce writing, including in collaboration with peers.
  - **DLM.LA.1.EEW.1.6\_3** - With guidance and support, explore various means of accessing digital tools.
- **DLM.LA.1..RBP** - Research to Build and Present Knowledge
  - **DLM.LA.1.W.1.7** - Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).
  - **DLM.LA.1.EEW.1.7\_4** - Participate in shared research and writing projects.

- **DLM.LA.1.EEW.1.7** - Participate to share research and writing projects with others.
- **DLM.LA.1.EEW.1.7\_1** - Participate in shared research and writing projects.
- **DLM.LA.1.EEW.1.7\_2** - With guidance and support, participate in shared research and writing projects.
- **DLM.LA.1.EEW.1.7\_3** - With prompts and support, explore pictures, words, or objects related to a shared research project.
- **DLM.LA.1.W.1.8** - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **DLM.LA.1.EEW.1.8\_4** - With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.
- **DLM.LA.1.EEW.1.8** - With guidance and support from adults, recall information from experiences and answer simple questions about those experiences.
- **DLM.LA.1.EEW.1.8\_1** - With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.
- **DLM.LA.1.EEW.1.8\_2** - With guidance and support from adults, identify information related to personal experiences.
- **DLM.LA.1.EEW.1.8\_3** - With guidance and support, identify personal objects.
- **DLM.LA.1.W.1.9** - (Begins in grade 4)
- **DLM.LA.1.EEW.1.9** - (Begins in grade 4)
- **DLM.LA.1..RW** - Range of Writing
- **DLM.LA.1.W.1.10** - (Begins in grade 3)
- **DLM.LA.1.EEW.1.10** - (Begins in grade 3)
- **DLM.LA.1.SL.1** - Speaking and Listening
- **DLM.LA.1..CC** - Comprehension and Collaboration
- **DLM.LA.1.SL.1.1** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **DLM.LA.1.SL.1.1.a** - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **DLM.LA.1.EESL.1.1** - Participate in conversations with peers and adults.
- **DLM.LA.1.EESL.1.1.a\_4** - Engage in multiple-turn exchanges with peers.
- **DLM.LA.1.EESL.1.1.a** - Initiate multiple-turn exchanges with peers.
- **DLM.LA.1.EESL.1.1.a\_1** - Engage in multiple-turn exchanges with peers.
- **DLM.LA.1.EESL.1.1.a\_2** - Communicate directly with a peer.
- **DLM.LA.1.EESL.1.1.a\_3** - With guidance and support, communicate with a peer.
- **DLM.LA.1.SL.1.1.b** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **DLM.LA.1.EESL.1.1.b\_4** - Build on comments or topics initiated by an adult.
- **DLM.LA.1.EESL.1.1.b** - Build on comments or topics initiated by an adult and peers.
- **DLM.LA.1.EESL.1.1.b\_1** - Build on comments or topics initiated by an adult.

- **DLM.LA.1.EESL.1.1.b\_2** - With guidance and support, build on comments or topics initiated by an adult.
- **DLM.LA.1.EESL.1.1.b\_3** - With guidance and support, communicate with an adult about the current topic.
- **DLM.LA.1.SL.1.1.c** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **DLM.LA.1.EESL.1.1.c\_4** - Uses one or two words to ask questions related to personally relevant topics.
- **DLM.LA.1.EESL.1.1.c** - Combines three or more words to ask questions related to personally relevant topics.
- **DLM.LA.1.EESL.1.1.c\_1** - Uses one or two-words to ask questions related to personally relevant topics.
- **DLM.LA.1.EESL.1.1.c\_2** - With guidance and support, use one or two-words to ask questions related to personally relevant topics.
- **DLM.LA.1.EESL.1.1.c\_3** - With guidance and support, use gestures, vocalizations, symbols, or words to communicate about personally relevant topics.
- **DLM.LA.1.SL.1.2** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **DLM.LA.1.EESL.1.2\_4** - During shared reading activities, answer questions about details presented orally or through other media.
- **DLM.LA.1.EESL.1.2** - During shared reading activities, ask and answer questions about key details presented orally or through other media.
- **DLM.LA.1.EESL.1.2\_1** - During shared reading activities, answer questions about details presented orally or through other media.
- **DLM.LA.1.EESL.1.2\_2** - With guidance and support during shared reading activities, provides responses to open-ended statements.
- **DLM.LA.1.EESL.1.2\_3** - With guidance and support during shared reading activities, follow simple directives.
- **DLM.LA.1.SL.1.3** - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **DLM.LA.1.EESL.1.3\_4** - Ask for help when needed.
- **DLM.LA.1.EESL.1.3** - Ask for help when needed using words.
- **DLM.LA.1.EESL.1.3\_1** - Ask for help when needed.
- **DLM.LA.1.EESL.1.3\_2** - With guidance and support, ask for help when needed.
- **DLM.LA.1.EESL.1.3\_3** - With guidance and support, respond to offer of assistance when needed.
- **DLM.LA.1..PKI** - Presentation of Knowledge and Ideas
- **DLM.LA.1.SL.1.4** - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **DLM.LA.1.EESL.1.4\_4** - With guidance and support, identify familiar people, places, things, and events.
- **DLM.LA.1.EESL.1.4** - Identify familiar people, places, things, and events.
- **DLM.LA.1.EESL.1.4\_1** - With guidance and support, identify familiar people, places, things, and events.
- **DLM.LA.1.EESL.1.4\_2** - With guidance and support, identify favorite people and things.
- **DLM.LA.1.EESL.1.4\_3** - Respond to familiar people, places, things, and events with guidance and support.
- **DLM.LA.1.SL.1.5** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

- **DLM.LA.1.EESL.1.5\_4** - Communicate own thoughts, feelings, or ideas.
- **DLM.LA.1.EESL.1.5** - Combine three or more words, signs, or symbols to communicate own thoughts, feelings, or ideas.
- **DLM.LA.1.EESL.1.5\_1** - Communicate own thoughts, feelings, or ideas.
- **DLM.LA.1.EESL.1.5\_2** - With guidance and support, communicate own thoughts, feelings, or ideas.
- **DLM.LA.1.EESL.1.5\_3** - With guidance and support, respond when asked about feelings.
- **DLM.LA.1.SL.1.6** - Produce complete sentences when appropriate to task and situation.
- **DLM.LA.1.EESL.1.6\_4** - With guidance and support, provide more information to clarify ideas, thoughts, and feelings.
- **DLM.LA.1.EESL.1.6** - Add more to clarify communication about own thoughts, feelings, or ideas.
- **DLM.LA.1.EESL.1.6\_1** - With guidance and support, provide more information to clarify ideas, thoughts, and feelings.
- **DLM.LA.1.EESL.1.6\_2** - With guidance and support, restate initial attempt to communicate when idea, thought, or feelings are misunderstood.
- **DLM.LA.1.EESL.1.6\_3** - With guidance and support, participate in communication interactions about ideas, thoughts, and feelings.
- **DLM.LA.1.L.1** - Language
  - **DLM.LA.1..CSE** - Conventions of Standard English
    - **DLM.LA.1.L.1.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
      - **DLM.LA.1.L.1.1.a** - Print all upper- and lowercase letters.
      - **DLM.LA.1.EEL.1.1** - Demonstrate emerging understandings of standard English usage when communicating.
        - **DLM.LA.1.EEL.1.1.a\_4** - Write letters from own name.
          - **DLM.LA.1.EEL.1.1.a** - Write all letters in own first name.
          - **DLM.LA.1.EEL.1.1.a\_1** - Write first letter of own first name.
          - **DLM.LA.1.EEL.1.1.a\_2** - Demonstrate emerging understandings of letter writing.
          - **DLM.LA.1.EEL.1.1.a\_3** - With guidance and support, explore writing using a pen/pencil or access to the full alphabet.
        - **DLM.LA.1.L.1.1.b** - Use common, proper, and possessive nouns.
          - **DLM.LA.1.EEL.1.1.b\_3** - With guidance and support, use familiar nouns (e.g., own name, Mom, dog) in isolation.
            - **DLM.LA.1.EEL.1.1.b** - Use familiar nouns.
            - **DLM.LA.1.EEL.1.1.b** - With guidance and support, use familiar nouns (e.g., own name, Mom, dog) in isolation.
            - **DLM.LA.1.EEL.1.1.b\_1** - With guidance and support from adults, recognize frequently occurring nouns.
            - **DLM.LA.1.EEL.1.1.b\_2** - With guidance and support from adults, recognize familiar people.
          - **DLM.LA.1.L.1.1.c** - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
          - **DLM.LA.1.EEL.1.1.c\_4** - With guidance and support, produce noun + verb or verb + noun combinations.
            - **DLM.LA.1.EEL.1.1.c** - Produce noun + verb or verb + noun combinations.
            - **DLM.LA.1.EEL.1.1.c\_1** - With guidance and support, produce noun + verb or verb + noun combinations.
            - **DLM.LA.1.EEL.1.1.c\_2** - With guidance and support, link two words together.

- **DLM.LA.1.EEL.1.1.c\_3** - With guidance and support, respond to frequently occurring words.
- **DLM.LA.1.L.1.1.d** - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- **DLM.LA.1.EEL.1.1.d** - With guidance and support, use familiar
- **DLM.LA.1.EEL.1.1.d** - Use personal pronouns (e.g., I, me, he, she, you).
- **DLM.LA.1.EEL.1.1.d\_1** - With guidance and support from adults, use some personal pronouns (e.g., I, me, and you).
- **DLM.LA.1.EEL.1.1.d\_2** - With guidance and support from adults, recognize some personal pronouns (e.g., I, you) in familiar routines.
- **DLM.LA.1.EEL.1.1.d\_3** - With guidance and support from adults, use the personal pronoun me to refer to self.
- **DLM.LA.1.L.1.1.e** - Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- **DLM.LA.1.EEL.1.1.e\_4** - With guidance and support, use familiar present tense verbs.
- **DLM.LA.1.EEL.1.1.e** - Use familiar present tense verbs.
- **DLM.LA.1.EEL.1.1.e\_1** - With guidance and support, use familiar present tense verbs.
- **DLM.LA.1.EEL.1.1.e\_2** - With guidance and support from adults, demonstrate understanding of familiar present tense verbs.
- **DLM.LA.1.EEL.1.1.e\_3** - With guidance and support from adults, demonstrate understanding of familiar verbs in familiar routines and activities.
- **DLM.LA.1.L.1.1.f** - Use frequently occurring adjectives.
- **DLM.LA.1.EEL.1.1.f\_4** - With guidance and support, use familiar frequently occurring adjectives. (e.g., big, hot).
- **DLM.LA.1.EEL.1.1.f** - Use adjectives. (e.g., big, hot).
- **DLM.LA.1.EEL.1.1.f\_1** - With guidance and support, use familiar frequently occurring adjectives (e.g., big, hot).
- **DLM.LA.1.EEL.1.1.f\_2** - With guidance and support from adults, demonstrate understanding of frequently occurring adjectives. (e.g., big, hot).
- **DLM.LA.1.EEL.1.1.f\_3** - With guidance and support from adults, demonstrates understanding of familiar adjectives in familiar routines and activities.
- **DLM.LA.1.L.1.1.g** - Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- **DLM.LA.1.EEL.1.1.g** - N/A
- **DLM.LA.1.L.1.1.h** - Use determiners (e.g., articles, demonstratives).
- **DLM.LA.1.EEL.1.1.h** - N/A
- **DLM.LA.1.L.1.1.i** - Use frequently occurring prepositions (e.g., during, beyond, toward).
- **DLM.LA.1.EEL.1.1.i\_4** - With guidance and support, use frequently occurring prepositions: in, out, on, off.
- **DLM.LA.1.EEL.1.1.i** - Use frequently occurring prepositions: in, out, on, off.
- **DLM.LA.1.EEL.1.1.i\_1** - With guidance and support, use frequently occurring prepositions: in, out, on, off.
- **DLM.LA.1.EEL.1.1.i\_2** - With guidance and support from adults, recognize frequently occurring prepositions: in, on.

- **DLM.LA.1.EEL.1.1.i\_3** - With guidance and support from adults, demonstrates understanding of the frequently occurring prepositions in and out in familiar routines and activities.
- **DLM.LA.1.L.1.1.j** - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- **DLM.LA.1.EEL.1.1.j\_4** - With guidance and support, use simple question words (interrogatives) (e.g., who, what).
- **DLM.LA.1.EEL.1.1.j** - Use question words and simple phrases.
- **DLM.LA.1.EEL.1.1.j\_1** - With guidance and support, use simple question words (interrogatives) (e.g., who, what).
- **DLM.LA.1.EEL.1.1.j\_2** - With guidance and support from adults, demonstrate understanding of simple question words (interrogatives) (e.g., who, what).
- **DLM.LA.1.EEL.1.1.j\_3** - With guidance and support from adults, demonstrate understanding of simple question words (interrogatives) (e.g., who, what) in familiar events and routines.
- **DLM.LA.1.L.1.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **DLM.LA.1.L.1.2.a** - Capitalize dates and names of people.
- **DLM.LA.1.EEL.1.2** - Demonstrate emerging understandings of the use of conventions of standard English during communication.
- **DLM.LA.1.EEL.1.2.a\_3** - Locate first letter in own name when presented with name.
- **DLM.LA.1.EEL.1.2.a** - Locate first letter in own name when presented with name.
- **DLM.LA.1.EEL.1.2.a\_1** - Can locate first letter in own name when presented with name.
- **DLM.LA.1.EEL.1.2.a\_2** - Responds to own name when called.
- **DLM.LA.1.L.1.2.b** - Use end punctuation for sentences.
- **DLM.LA.1.EEL.1.2.b** - N/A
- **DLM.LA.1.L.1.2.c** - Use commas in dates and to separate single words in a series.
- **DLM.LA.1.EEL.1.2.c** - N/A
- **DLM.LA.1.L.1.2.d** - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- **DLM.LA.1.EEL.1.2.d\_4** - With guidance and support, recognize that letters are used to create words.
- **DLM.LA.1.EEL.1.2.d** - Recognize that letters are used to spell words.
- **DLM.LA.1.EEL.1.2.d\_1** - With guidance and support, recognize that letters are used to spell words.
- **DLM.LA.1.EEL.1.2.d\_2** - With guidance and support, recognize letters versus non-letter-like shapes.
- **DLM.LA.1.EEL.1.2.d\_3** - With guidance and support, explore letters in shared reading and writing activities.
- **DLM.LA.1.L.1.2.e** - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- **DLM.LA.1.EEL.1.2.e** - N/A
- **DLM.LA.1..KL** - Knowledge of Language
- **DLM.LA.1.L.1.3** - (Begins in grade 2)
- **DLM.LA.1.EEL.1.3** - (Begins in grade 2)
- **DLM.LA.1..VAU** - Vocabulary Acquisition and Use

- **DLM.LA.1.L.1.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- **DLM.LA.1.L.1.4.a** - Use sentence-level context as a clue to the meaning of a word or phrase.
- **DLM.LA.1.EEL.1.4.a** - With guidance and support, demonstrate understanding of the meaning of newly acquired vocabulary.
- **DLM.LA.1.EEL.1.4.a\_1** - With guidance and support, demonstrate understanding of the meaning of newly acquired vocabulary.
- **DLM.LA.1.EEL.1.4.a\_2** - Demonstrate understanding of familiar vocabulary.
- **DLM.LA.1.EEL.1.4.a\_3** - With guidance and support, respond to words.
- **DLM.LA.1.L.1.4.b** - Use frequently occurring affixes as a clue to the meaning of a word.
- **DLM.LA.1.EEL.1.4.b** - N/A
- **DLM.LA.1.L.1.4.c** - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- **DLM.LA.1.EEL.1.4.c** - N/A
- **DLM.LA.1.L.1.5** - With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- **DLM.LA.1.L.1.5.a** - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- **DLM.LA.1.EEL.1.5** - With guidance and support from adults, demonstrate emerging understandings of word relationships.
- **DLM.LA.1.EEL.1.5.a\_4** - With guidance and support from adults, sort common objects into familiar categories
- **DLM.LA.1.EEL.1.5.a** - Sort common objects or words into three familiar categories.
- **DLM.LA.1.EEL.1.5.a\_1** - With guidance and support from adults, sort common objects into familiar categories.
- **DLM.LA.1.EEL.1.5.a\_2** - With guidance and support from adults, sort objects based on visual or tactual similarities.
- **DLM.LA.1.EEL.1.5.a\_3** - With guidance and support, match a common object with another.
- **DLM.LA.1.L.1.5.b** - Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- **DLM.LA.1.EEL.1.5.b\_4** - With guidance and support from adults, identify attributes of familiar words.
- **DLM.LA.1.EEL.1.5.b** - Identify attributes of familiar words.
- **DLM.LA.1.EEL.1.5.b\_1** - With guidance and support from adults, identify attributes of familiar words.
- **DLM.LA.1.EEL.1.5.b\_2** - With guidance and support from adults, select pictures that show attributes described to them.
- **DLM.LA.1.EEL.1.5.b\_3** - With guidance and support from adults, follow a model to identify attributes.
- **DLM.LA.1.L.1.5.c** - Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- **DLM.LA.1.EEL.1.5.c\_4** - With guidance and support from adults, demonstrate understanding of words by identifying real-life connections between words and their use.

- **DLM.LA.1.EEL.1.5.c** - Identify real-life connections between words and their use.
- **DLM.LA.1.EEL.1.5.c\_1** - With guidance and support from adults, demonstrate understanding of words by identifying real-life connections between words and their use.
- **DLM.LA.1.EEL.1.5.c\_2** - With guidance and support, connect real-life activities to words.
- **DLM.LA.1.EEL.1.5.c\_3** - With guidance and support from adults, respond to real-life connections with words.
- **DLM.LA.1.L.1.5.d** - Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- **DLM.LA.1.EEL.1.5.d** - N/A
- **DLM.LA.1.L.1.6** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
- **DLM.LA.1.EEL.1.6** - N/A
- **DLM.LA.2.RL.2** - Reading Literature
  - **DLM.LA.2.KID\_1** - Key Ideas and Details
    - **DLM.LA.2.RL.2.1** - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
    - **DLM.LA.2.EERL.2.1\_4** - Answer who and where questions to demonstrate understanding of details in a familiar text.
    - **DLM.LA.2.EERL.2.1** - Answer who and where questions to demonstrate understanding of key details in a text.
    - **DLM.LA.2.EERL.2.1\_1** - Answer who and where questions to demonstrate understanding of details in a familiar text.
    - **DLM.LA.2.EERL.2.1\_2** - Answer who questions to demonstrate understanding of details during shared reading of a text about personal experiences.
    - **DLM.LA.2.EERL.2.1\_3** - With guidance and support, answer me in response to who questions during shared reading of a text about personal experiences.
    - **DLM.LA.2.RL.2.2** - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
    - **DLM.LA.2.EERL.2.2\_4** - Retell familiar stories from diverse cultures, including two or more elements from different parts of the story.
    - **DLM.LA.2.EERL.2.2** - Retell familiar stories, including fables and folktales from diverse cultures, including elements from the entire story.
    - **DLM.LA.2.EERL.2.2\_1** - Retell familiar stories from diverse cultures, including two or more elements from different parts of the story.
    - **DLM.LA.2.EERL.2.2\_2** - With prompting, retell familiar stories from diverse cultures.
    - **DLM.LA.2.EERL.2.2\_3** - With prompting, retell an event from a familiar story about a personal experience.
    - **DLM.LA.2.RL.2.3** - Describe how characters in a story respond to major events and challenges.
    - **DLM.LA.2.EERL.2.3\_4** - Identify the actions and feelings of the characters in a familiar story.
    - **DLM.LA.2.EERL.2.3** - Identify feelings of characters related to major events and/or challenges in a familiar story.
    - **DLM.LA.2.EERL.2.3\_1** - Identify the actions and feelings of the characters in a familiar story.

- **DLM.LA.2.EERL.2.3\_2** - With prompting, identify the actions and feeling of characters in a familiar story.
- **DLM.LA.2.EERL.2.3\_3** - With prompting, identify a character in a familiar story.
- **DLM.LA.2..CS** - Craft and Structure
- **DLM.LA.2.RL.2.4** - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **DLM.LA.2.EERL.2.4\_4** - Identify rhyming words or repeated phrases in a familiar story, poem, or song.
- **DLM.LA.2.EERL.2.4** - Identify rhyming words or repeated phrases in a story, poem, or song.
- **DLM.LA.2.EERL.2.4\_1** - Identify rhyming words or repeated phrases in a familiar story, poem, or song.
- **DLM.LA.2.EERL.2.4\_2** - Complete an open-ended phrase with a word within a familiar story, poem, or song.
- **DLM.LA.2.EERL.2.4\_3** - With guidance and support, completes an open-ended phrase with a word within a familiar story, poem, or song.
- **DLM.LA.2.RL.2.5** - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **DLM.LA.2.EERL.2.5\_4** - Determine the beginning and ending of a story.
- **DLM.LA.2.EERL.2.5** - After reading a story, explain what happened first and what happened last in a story.
- **DLM.LA.2.EERL.2.5\_1** - Determine the beginning and ending of a story.
- **DLM.LA.2.EERL.2.5\_2** - Sequence two events in a story.
- **DLM.LA.2.EERL.2.5\_3** - Identify the beginning of a story.
- **DLM.LA.2.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.
- **DLM.LA.2.EERL.2.6** - Identify the speakers in a dialogue.
- **DLM.LA.2.EERL.2.6\_1** - Identify multiple speakers in a story.
- **DLM.LA.2.EERL.2.6\_2** - Identify the speakers in a dialogue.
- **DLM.LA.2.EERL.2.6\_3** - Identify any dialogue in a story.
- **DLM.LA.2.EERL.2.6\_4** - With guidance and support, attend to the dialogue while reading a story.
- **DLM.LA.2..IKI** - Integration of Knowledge and Ideas
- **DLM.LA.2.RL.2.7** - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **DLM.LA.2.EERL.2.7\_4** - Use illustrations in print or digital text to identify characters and settings.
- **DLM.LA.2.EERL.2.7** - Use illustrations in print or digital text to describe characters and settings.
- **DLM.LA.2.EERL.2.7\_1** - Use illustrations in print or digital text to identify characters and settings.
- **DLM.LA.2.EERL.2.7\_2** - Find the character in an illustration from a familiar text.
- **DLM.LA.2.EERL.2.7\_3** - Attend to illustrations in the text during shared reading.
- **DLM.LA.2.RL.2.8** - (Not applicable to literature)
- **DLM.LA.2.EERL.2.8** - N/A
- **DLM.LA.2.RL.2.9** - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **DLM.LA.2.EERL.2.9\_4** - Identify similarities in two versions of the same story.

- **DLM.LA.2.EERL.2.9** - Identify similarities and differences between two versions of the same story.
- **DLM.LA.2.EERL.2.9\_1** - Identify similarities in two versions of the same story.
- **DLM.LA.2.EERL.2.9\_2** - Identify two versions of the same story.
- **DLM.LA.2.EERL.2.9\_3** - With guidance and support, identify two versions of the same familiar story.
- **DLM.LA.2..RRL** - Range of Reading and Level of Text Complexity
- **DLM.LA.2.RL.2.10\_1** - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **DLM.LA.2.RL.2.10** - \*\*This Literature Essential Element references all elements above.
- **DLM.LA.2.RI.2** - Reading Informational Text
- **DLM.LA.2..KID** - Key Ideas and Details
- **DLM.LA.2.RI.2.1** - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **DLM.LA.2.EERI.2.1\_4** - Answer who and what questions to demonstrate understanding of details in a familiar text.
- **DLM.LA.2.EERI.2.1** - Ask and answer questions using the text for supportive evidence.
- **DLM.LA.2.EERI.2.1\_1** - Answer who and what questions to demonstrate understanding of details in a familiar text.
- **DLM.LA.2.EERI.2.1\_2** - Answer what questions to demonstrate understanding of details in a text.
- **DLM.LA.2.EERI.2.1\_3** - With guidance and supports, identify a detail in a text or illustration.
- **DLM.LA.2.RI.2.2** - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- **DLM.LA.2.EERI.2.2** - Identify the topic of the text.
- **DLM.LA.2.EERI.2.2\_1** - Identify the topic and a detail of the text.
- **DLM.LA.2.EERI.2.2\_2** - Identify the topic of the text.
- **DLM.LA.2.EERI.2.2\_3** - Retell the title of a text.
- **DLM.LA.2.EERI.2.2\_4** - Indicate a portion of a text.
- **DLM.LA.2.RI.2.3** - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **DLM.LA.2.EERI.2.3\_4** - Sequence at least two steps in a procedure or ideas/incidents in an event.
- **DLM.LA.2.EERI.2.3** - Identify the order of steps in a sequence containing multiple steps.
- **DLM.LA.2.EERI.2.3\_1** - Sequence at least two steps in a procedure or ideas/incidents in an event.
- **DLM.LA.2.EERI.2.3\_2** - Identify the next step in a two-step procedure or ideas/incidents in an event.
- **DLM.LA.2.EERI.2.3\_3** - With guidance and support, identify first step in a procedure or first idea/incident in an event.
- **DLM.LA.2..CS\_1** - Craft and Structure
- **DLM.LA.2.RI.2.4** - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- **DLM.LA.2.EERI.2.4\_4** - Identify words related to a topic of a text.
- **DLM.LA.2.EERI.2.4** - Define words and phrases related to a topic of a text.
- **DLM.LA.2.EERI.2.4\_1** - Identify words related to a topic of a text.

- **DLM.LA.2.EERI.2.4\_2** - Categorize words by topic of text.
- **DLM.LA.2.EERI.2.4\_3** - With prompts and supports, label words and phrases by topic of text.
- **DLM.LA.2.RI.2.5** - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- **DLM.LA.2.EERI.2.5\_4** - Locate facts or information in a familiar text.
- **DLM.LA.2.EERI.2.5** - Use text features to locate facts or information in a familiar text.
- **DLM.LA.2.EERI.2.5\_1** - Locate facts or information in a familiar text.
- **DLM.LA.2.EERI.2.5\_2** - With guidance and support, recognize that books have titles.
- **DLM.LA.2.EERI.2.5\_3** - With guidance and support, indicate a book or another text.
- **DLM.LA.2.RI.2.6** - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **DLM.LA.2.EERI.2.6\_4** - Identify purpose of a text.
- **DLM.LA.2.EERI.2.6** - Explain why a text is important or useful.
- **DLM.LA.2.EERI.2.6\_1** - Identify the purpose of a text.
- **DLM.LA.2.EERI.2.6\_2** - Identify two or more reasons the text is interesting or useful to them.
- **DLM.LA.2.EERI.2.6\_3** - With guidance and support, identify one aspect of the text that is liked.
- **DLM.LA.2..IKI\_1** - Integration of Knowledge and Ideas
- **DLM.LA.2.RI.2.7** - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **DLM.LA.2.EERI.2.7\_4** - Demonstrate understanding of how images relate to a familiar informational text.
- **DLM.LA.2.EERI.2.7** - Understands the concepts that images convey in relationship to an informational text.
- **DLM.LA.2.EERI.2.7\_1** - Demonstrate understanding of how images relate to a familiar informational text.
- **DLM.LA.2.EERI.2.7\_2** - Identify images that relate to an informational text.
- **DLM.LA.2.EERI.2.7\_3** - With guidance and support, locate an image that represents a concept in an informational text.
- **DLM.LA.2.RI.2.8** - Describe how reasons support specific points the author makes in a text.
- **DLM.LA.2.EERI.2.8** - N/A (See EERI.2.1.)
- **DLM.LA.2.RI.2.9** - Compare and contrast the most important points presented by two texts on the same topic.
- **DLM.LA.2.EERI.2.9\_4** - Identify a common element between two texts.
- **DLM.LA.2.EERI.2.9** - Identify similarities in two texts on the same topic.
- **DLM.LA.2.EERI.2.9\_1** - Identify a common element between two texts.
- **DLM.LA.2.EERI.2.9\_2** - Identify two informational texts that are the same.
- **DLM.LA.2.EERI.2.9\_3** - With guidance and support, identify two informational texts on the same topic.
- **DLM.LA.2..RRL\_1** - Range of Reading and Level of Text Complexity
- **DLM.LA.2.RI.2.10** - By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- **DLM.LA.2.EERI.2.10** - \*\*This Informational Text Essential Element references all elements above.
- **DLM.LA.2.RF.2** - Foundational Skills
  - **DLM.LA.2..PC** - Print Concepts
    - **DLM.LA.2..TCI** - This concept is addressed in Kindergarten and Grade 1 only.
  - **DLM.LA.2..PA** - Phonological Awareness
    - **DLM.LA.2..TCI\_1** - This concept is addressed in Kindergarten and Grade 1 only.
  - **DLM.LA.2..PWR** - Phonics and Word Recognition
    - **DLM.LA.2.RF.2.3** - Know and apply grade-level phonics and word analysis skills in decoding words.
      - **DLM.LA.2.RF.2.3.a** - Distinguish long and short vowels when reading regularly spelled one-syllable words.
      - **DLM.LA.2.RF.2.3.b** - Know spelling-sound correspondences for additional common vowel teams.
      - **DLM.LA.2.RF.2.3.c** - Decode regularly spelled two-syllable words with long vowels.
      - **DLM.LA.2.RF.2.3.d** - Decode words with common prefixes and suffixes.
      - **DLM.LA.2.RF.2.3.e** - Identify words with inconsistent but common spelling-sound correspondences.
      - **DLM.LA.2.RF.2.3.f** - Recognize and read grade-appropriate irregularly spelled words.
      - **DLM.LA.2.EERF.2.3.a-c\_4** - Apply letter-sound and word analysis skills in decoding words. In context, identify 18 or more letter-sound associations.
        - **DLM.LA.2.EERF.2.3.a-c** - Use letter-sound associations in efforts to decode and spell words.
        - **DLM.LA.2.EERF.2.3.a-c\_1** - Apply letter-sound and word analysis skills in decoding words. In context, identify 18 or more letter-sound associations.
        - **DLM.LA.2.EERF.2.3.a-c\_2** - In context, identify any letter-sound association.
        - **DLM.LA.2.EERF.2.3.a-c\_3** - Explores letter-sound associations.
        - **DLM.LA.2.EERF.2.3.d-e\_4** - Identify the beginning sound of familiar words beginning with a single consonant sound.
          - **DLM.LA.2.EERF.2.3.d-e** - Uses knowledge of initial consonant sounds in efforts to spell words.
          - **DLM.LA.2.EERF.2.3.d-e\_1** - Identify the beginning sound of familiar words beginning with a single consonant sound.
          - **DLM.LA.2.EERF.2.3.d-e\_2** - Identify words that begin with a single-consonant phoneme that is spoken by an adult.
          - **DLM.LA.2.EERF.2.3.d-e\_3** - Point to pictures as an adult labels them.
      - **DLM.LA.2.EERF.2.3.f\_4** - Recognize 10 or more written words.
        - **DLM.LA.2.EERF.2.3.f** - Reads 10 or more written words in a simple, connected text.
          - **DLM.LA.2.EERF.2.3.f\_1** - Recognize 10 or more written words.
          - **DLM.LA.2.EERF.2.3.f\_2** - Recognize two or more written words.
          - **DLM.LA.2.EERF.2.3.f\_3** - Recognize symbols that represent two or more common words.
  - **DLM.LA.2..FL** - Fluency
    - **DLM.LA.2.RF.2.4** - Read with sufficient accuracy and fluency to support comprehension.
      - **DLM.LA.2.RF.2.4.a** - Read on-level text with purpose and understanding.

- **DLM.LA.2.RF.2.4.b** - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- **DLM.LA.2.RF.2.4.c** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **DLM.LA.2.EERF.2.4\_4** - Read a shared-reading selection.
- **DLM.LA.2.EERF.2.4\_1** - Read simple text.
- **DLM.LA.2.EERF.2.4** - Read a shared reading selection
- **DLM.LA.2.EERF.2.4\_2** - Respond to reading selection.
- **DLM.LA.2.EERF.2.4\_3** - Attend to reading selection.
- **DLM.LA.2.W.2** - Writing
  - **DLM.LA.2..TTP** - Text Types and Purposes
    - **DLM.LA.2.W.2.1** - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
    - **DLM.LA.2.EEW.2.1\_4** - Select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion.
    - **DLM.LA.2.EEW.2.1** - Select a book and write to state opinions about it and reasons to support the opinions.
    - **DLM.LA.2.EEW.2.1\_1** - Select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion.
    - **DLM.LA.2.EEW.2.1\_2** - With guidance and support, select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion.
    - **DLM.LA.2.EEW.2.1\_3** - With guidance and support, state an opinion about a book.
  - **DLM.LA.2.W.2.2** - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
  - **DLM.LA.2.EEW.2.2\_4** - Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.
  - **DLM.LA.2.EEW.2.2** - Select a topic and use writing to compose a message with two facts about the topic.
  - **DLM.LA.2.EEW.2.2\_1** - Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.
  - **DLM.LA.2.EEW.2.2\_2** - With guidance and support, select a topic and use drawing, dictating, or writing to compose a message with one fact about a topic.
  - **DLM.LA.2.EEW.2.2\_3** - With guidance and support, select a topic.
  - **DLM.LA.2.W.2.3** - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
  - **DLM.LA.2.EEW.2.3\_4** - Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.
  - **DLM.LA.2.EEW.2.3** - Select an event or personal experience and write a message about it.

- **DLM.LA.2.EEW.2.3\_1** - Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.
- **DLM.LA.2.EEW.2.3\_2** - Draw, write, or dictate to compose a message about a personal experience.
- **DLM.LA.2.EEW.2.3\_3** - With guidance and support, communicate about a personal experience.
- **DLM.LA.2..PDW** - Production and Distribution of Writing
- **DLM.LA.2.W.2.4** - (Begins in grade 3)
- **DLM.LA.2.EEW.2.4** - (Begins in grade 3)
- **DLM.LA.2.W.2.5** - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **DLM.LA.2.EEW.2.5\_4** - With guidance and support from adults and peers, add more information to own drawing, dictating, or writing to strengthen the message.
- **DLM.LA.2.EEW.2.5** - With guidance and support from adults and peers, add more information and make one correction to own writing to strengthen the message.
- **DLM.LA.2.EEW.2.5\_1** - With guidance and support from adults and peers, add more information to own drawing, dictating, or writing to strengthen the message.
- **DLM.LA.2.EEW.2.5\_2** - With guidance and support from adults or peers, add more information to own drawing, dictating, or writing when asked.
- **DLM.LA.2.EEW.2.5\_3** - With guidance and support from adults or peers, use drawing, communication, or writing tools to communicate a message.
- **DLM.LA.2.W.2.6** - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **DLM.LA.2.EEW.2.6\_4** - With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.
- **DLM.LA.2.EEW.2.6** - Use technology to produce and publish writing.
- **DLM.LA.2.EEW.2.6\_1** - With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.
- **DLM.LA.2.EEW.2.6\_2** - With guidance and support from adults and peers, use technology to produce writing.
- **DLM.LA.2.EEW.2.6\_3** - With guidance and support from adults and peers, explore writing technologies.
- **DLM.LA.2..RBP** - Research to Build and Present Knowledge
- **DLM.LA.2.W.2.7** - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- **DLM.LA.2.EEW.2.7\_4** - Participate in shared writing projects - communicate a message to add information.
- **DLM.LA.2.EEW.2.7** - Participate in shared writing and research projects.
- **DLM.LA.2.EEW.2.7\_1** - Participate in shared writing projects - communicate a message to add information.
- **DLM.LA.2.EEW.2.7\_2** - With guidance and support, participate in shared writing and research projects.
- **DLM.LA.2.EEW.2.7\_3** - With guidance and support, select pictures, words, or objects related to a shared research project.

- **DLM.LA.2.W.2.8** - Recall information from experiences or gather information from provided sources to answer a question.
- **DLM.LA.2.EEW.2.8\_4** - Identify information related to personal experiences and answer simple questions about those experiences.
- **DLM.LA.2.EEW.2.8** - Recall information related to personal experiences and answer simple questions about those experiences.
- **DLM.LA.2.EEW.2.8\_1** - Identify information related to personal experiences and answer simple questions about those experiences.
- **DLM.LA.2.EEW.2.8\_2** - With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.
- **DLM.LA.2.EEW.2.8\_3** - With guidance and support from adults, identify information related to personal experiences and preferences.
- **DLM.LA.2.W.2.9** - (Begins in grade 4)
- **DLM.LA.2.EEW.2.9** - (Begins in grade 4)
- **DLM.LA.2..RW** - Range of Writing
- **DLM.LA.2.W.2.10** - (Begins in grade 3)
- **DLM.LA.2.EEW.2.10** - (Begins in grade 3)
- **DLM.LA.2.SL.2** - Speaking and Listening
- **DLM.LA.2..CC** - Comprehension and Collaboration
- **DLM.LA.2.SL.2.1** - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **DLM.LA.2.SL.2.1.a** - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **DLM.LA.2.EESL.2.1** - Participate in conversations with peers and adults in small groups.
- **DLM.LA.2.EESL.2.1.a\_4** - Engage in multiple-turn exchanges with peers and adults in small groups.
- **DLM.LA.2.EESL.2.1.a** - Engage in multiple-turn exchanges with peers in small groups.
- **DLM.LA.2.EESL.2.1.a\_1** - Engage in multiple-turn exchanges with peers and adults in small groups.
- **DLM.LA.2.EESL.2.1.a\_2** - Engage in multiple-turn exchanges with individual peers.
- **DLM.LA.2.EESL.2.1.a\_3** - Communicate directly with an adult.
- **DLM.LA.2.SL.2.1.b** - Build on others' talk in conversations by linking their comments to the remarks of others.
- **DLM.LA.2.EERF.2.1.b** - Build on comments or topics initiated by adults and peers.
- **DLM.LA.2.EESL.2.1.b** - Engage in multiple-turn exchanges that build on comments or topics initiated by adults or peers.
- **DLM.LA.2.EESL.2.1.b\_1** - Build on comments or topics initiated by adults and peers.
- **DLM.LA.2.EESL.2.1.b\_2** - Build on comments or topics initiated by an adult.
- **DLM.LA.2.EESL.2.1.b\_3** - With guidance and support, build on comments or topics initiated by an adult.
- **DLM.LA.2.SL.2.1.c** - Ask for clarification and further explanation as needed about the topics and texts under discussion.

- **DLM.LA.2.EESL.2.1.c** - Ask questions related to a prescribed
- **DLM.LA.2.EESL.2.1.c\_1** - Ask questions to seek further information/explanation related to a prescribed topic or text.
- **DLM.LA.2.EESL.2.1.c\_2** - Ask questions related to a prescribed topic or text.
- **DLM.LA.2.EESL.2.1.c\_3** - With guidance and support, ask questions related to a prescribed topic or text.
- **DLM.LA.2.EESL.2.1.c\_4** - With guidance and support, use question words (who, what, when, where, why, or how) to communicate with others.
- **DLM.LA.2.SL.2.2** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **DLM.LA.2.EESL.2.2\_4** - Ask and answer questions about key details from a text read aloud or information presented orally or through other media.
- **DLM.LA.2.EESL.2.2** - Recount key details from a text read aloud or information presented orally or through other media.
- **DLM.LA.2.EESL.2.2\_1** - Ask and answer questions about key details from a text read aloud or information presented orally or through other media.
- **DLM.LA.2.EESL.2.2\_2** - With guidance and support, answer questions about key details from a text read aloud or information presented orally or through other media.
- **DLM.LA.2.EESL.2.2\_3** - With guidance and support, answer questions about a text read aloud or information presented through other media.
- **DLM.LA.2.SL.2.3** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **DLM.LA.2.EESL.2.3\_4** - Answer questions about what a speaker says.
- **DLM.LA.2.EESL.2.3** - Ask and answer questions about what a speaker says.
- **DLM.LA.2.EESL.2.3\_1** - Answer questions about what a speaker says.
- **DLM.LA.2.EESL.2.3\_2** - With guidance and support, answer questions about what a speaker says.
- **DLM.LA.2.EESL.2.3\_3** - With guidance and support, respond when asked a question.
- **DLM.LA.2..PKI** - Presentation of Knowledge and Ideas
- **DLM.LA.2.SL.2.4** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **DLM.LA.2.EESL.2.4\_4** - Identify a photograph or object that reflects a personal experience and tell one detail about it.
- **DLM.LA.2.EESL.2.4** - Identify a photograph or object that reflects a personal experience and describe it.
- **DLM.LA.2.EESL.2.4\_1** - Identify a photograph or object that reflects a personal experience and identify one detail about it.
- **DLM.LA.2.EESL.2.4\_2** - Identify a photo or object that reflects a personal experience.
- **DLM.LA.2.EESL.2.4\_3** - With guidance and support, identify a photo or object of self engaged in an activity.
- **DLM.LA.2.SL.2.5** - Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

- **DLM.LA.2.EESL.2.5\_4** - Select a visual, audio, or tactual representation to depict an experience, thoughts, or feelings.
- **DLM.LA.2.EESL.2.5** - Produce a visual, audio, or tactual representation to depict an experience, thoughts, or feelings.
- **DLM.LA.2.EESL.2.5\_1** - Select a visual, audio, or tactual representation to depict an experience, thoughts, or feelings.
- **DLM.LA.2.EESL.2.5\_2** - Select a picture or tactual representation to accompany a story.
- **DLM.LA.2.EESL.2.5\_3** - With guidance and support, select a picture to accompany a story.
- **DLM.LA.2.SL.2.6** - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **DLM.LA.2.EESL.2.6\_4** - Communicate to provide clarification.
- **DLM.LA.2.EESL.2.6** - Communicate own thoughts, feelings, and ideas to provide details or clarification.
- **DLM.LA.2.EESL.2.6\_1** - Communicate to provide clarification.
- **DLM.LA.2.EESL.2.6\_2** - Communicate about a specific task or experience.
- **DLM.LA.2.EESL.2.6\_3** - With guidance and support, communicate about a specific task or experience.
- **DLM.LA.2.L.2** - Language
  - **DLM.LA.2..CSE** - Conventions of Standard English
    - **DLM.LA.2.L.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
      - **DLM.LA.2.L.2.1.a** - Use collective nouns (e.g., group).
      - **DLM.LA.2.L.2.1.b** - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
      - **DLM.LA.2.L.2.1.c** - Use reflexive pronouns (e.g., myself, ourselves).
      - **DLM.LA.2.EEL.2.1.c\_4** - Use frequently occurring pronouns to refer to self and others (e.g., we, they, him, her, them).
      - **DLM.LA.2.EEL.2.1.c** - Use frequently occurring pronouns correctly across contexts.
      - **DLM.LA.2.EEL.2.1.c\_1** - Use frequently occurring pronouns to refer to self and others (e.g., we, they, him, her, them).
      - **DLM.LA.2.EEL.2.1.c\_2** - Use the pronouns you and me.
      - **DLM.LA.2.EEL.2.1.c\_3** - Demonstrate emerging awareness of me.
      - **DLM.LA.2.L.2.1.d** - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
      - **DLM.LA.2.EEL.2.1.d\_4** - Use frequently occurring verbs.
        - **DLM.LA.2.EEL.2.1.d** - Use frequently occurring, regular and irregular past tense verbs.
        - **DLM.LA.2.EEL.2.1.d\_1** - Use frequently occurring verbs.
        - **DLM.LA.2.EEL.2.1.d\_2** - Use a limited amount of verbs (4-5) to make requests or respond to questions (e.g., want, like, go, eat). Ex. Use a PECS sentence strip to make a request (e.g., I want + < item >).
        - **DLM.LA.2.EEL.2.1.d\_3** - Demonstrate emerging understanding of the meaning of common verbs.
      - **DLM.LA.2.L.2.1.e** - Use adjectives and adverbs, and choose between them depending on what is to be modified.
      - **DLM.LA.2.EEL.2.1.e\_4** - Use frequently occurring adjectives.
        - **DLM.LA.2.EEL.2.1.e** - Use adjectives to accurately describe people, places, events, and things.

- **DLM.LA.2.EEL.2.1.e\_1** - Use frequently occurring adjectives.
- **DLM.LA.2.EEL.2.1.e\_2** - Identify adjectives that describe familiar objects.
- **DLM.LA.2.EEL.2.1.e\_3** - Interact with objects of different colors, shapes, and textures.
- **DLM.LA.2.L.2.1.f** - Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- **DLM.LA.2.EEL.2.1** - Communicate to convey information.
- **DLM.LA.2.EEL.2.1.a-f** - Produce all letters.
- **DLM.LA.2.EEL.2.1.a-f\_1** - Produce two- and three-letter words.
- **DLM.LA.2.EEL.2.1.a-f\_2** - Produce all letters.
- **DLM.LA.2.EEL.2.1.a-f\_3** - Produce first letter in own name.
- **DLM.LA.2.EEL.2.1.a-f\_4** - Explore letters and technology used to produce letters.
- **DLM.LA.2.EEL.2.1.a-b\_4** - Use frequently occurring nouns (e.g., mom, dad, boy, girl).
- **DLM.LA.2.EEL.2.1.a-b** - Use a variety of nouns.
- **DLM.LA.2.EEL.2.1.a-b\_1** - Use frequently occurring nouns (e.g., mom, dad, boy, girl).
- **DLM.LA.2.EEL.2.1.a-b\_2** - With guidance and support, identify symbols or objects that represent personally relevant, common nouns.
- **DLM.LA.2.EEL.2.1.a-b\_3** - Interact with symbols or objects that represent personally relevant, common nouns.
- **DLM.LA.2.EEL.2.1.f\_4** - Link two or more words together in communication.
- **DLM.LA.2.EEL.2.1.f** - Communicate using multiple-word utterances.
- **DLM.LA.2.EEL.2.1.f\_1** - Link two or more words together in communication.
- **DLM.LA.2.EEL.2.1.f\_2** - Use single words to communicate.
- **DLM.LA.2.EEL.2.1.f\_3** - Respond to frequently occurring words.
- **DLM.LA.2.L.2.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **DLM.LA.2.L.2.2.a** - Capitalize holidays, product names, and geographic names.
- **DLM.LA.2.EEL.2.2** - Use conventions of spelling when communicating.
- **DLM.LA.2.EEL.2.2.a\_3** - Capitalize the first letter of familiar names.
- **DLM.LA.2.EEL.2.2.a** - Capitalize the first letter of familiar names.
- **DLM.LA.2.EEL.2.2.a\_1** - Capitalize first letter of own name.
- **DLM.LA.2.EEL.2.2.a\_2** - With guidance and support, recognize own name in print.
- **DLM.LA.2.L.2.2.b** - Use commas in greetings and closings of letters.
- **DLM.LA.2.EEL.2.2.b** - N/A
- **DLM.LA.2.L.2.2.c** - Use an apostrophe to form contractions and frequently occurring possessives.
- **DLM.LA.2.EEL.2.2.c** - N/A
- **DLM.LA.2.L.2.2.d** - Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).
- **DLM.LA.2.EEL.2.2.d\_4** - Identify printed rhyming words with the same spelling pattern.
- **DLM.LA.2.EEL.2.2.d** - Sort printed rhyming words with the same spelling pattern.

- **DLM.LA.2.EEL.2.2.d\_1** - Identify printed rhyming words with the same spelling pattern.
- **DLM.LA.2.EEL.2.2.d\_2** - Identify rhyming words.
- **DLM.LA.2.EEL.2.2.d\_3** - Provide a familiar rhyming word to complete a predictable, repeated line in a story.
- **DLM.LA.2.L.2.2.e** - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- **DLM.LA.2.EEL.2.2.e\_4** - Consult print in the environment to support reading and spelling.
- **DLM.LA.2.EEL.2.2.e** - Consult print in the environment to support reading and spelling.
- **DLM.LA.2.EEL.2.2.e\_1** - Consult print in the environment to support reading and spelling.
- **DLM.LA.2.EEL.2.2.e\_2** - With guidance and support, consult print in the environment to support reading and spelling.
- **DLM.LA.2.EEL.2.2.e\_3** - Interact with print in the environment.
- **DLM.LA.2..KL** - Knowledge of Language
  - **DLM.LA.2.L.2.3** - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - **DLM.LA.2.L.2.3.a** - Compare formal and informal uses of English.
  - **DLM.LA.2.EEL.2.3\_4** - Use informal language when communicating.
  - **DLM.LA.2.EEL.2.3** - Use formal and informal language when communicating.
  - **DLM.LA.2.EEL.2.3\_1** - Use informal language when communicating.
  - **DLM.LA.2.EEL.2.3\_2** - Use symbolic language to communicate.
  - **DLM.LA.2.EEL.2.3\_3** - Recognize familiar symbols.
- **DLM.LA.2..VAU** - Vocabulary Acquisition and Use
  - **DLM.LA.2.L.2.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
    - **DLM.LA.2.L.2.4.a** - Use sentence-level context as a clue to the meaning of a word or phrase.
    - **DLM.LA.2.L.2.4.b** - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
    - **DLM.LA.2.L.2.4.c** - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
      - **DLM.LA.2.EEL.2.4.c\_4** - Sort words into
        - **DLM.LA.2.EEL.2.4.c** - Identify categories for groups of related words.
        - **DLM.LA.2.EEL.2.4.c\_1** - Sort words into familiar categories.
        - **DLM.LA.2.EEL.2.4.c\_2** - Identify two or more words from a single category.
        - **DLM.LA.2.EEL.2.4.c\_3** - Attend to words from a single category.
    - **DLM.LA.2.L.2.4.d** - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
    - **DLM.LA.2.EEL.2.4.d** - N/A
    - **DLM.LA.2.L.2.4.e** - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
    - **DLM.LA.2.EEL.2.4** - Demonstrate knowledge of new vocabulary drawn from reading and content areas.

- **DLM.LA.2.EEL.2.4.a-b\_4** - Use newly acquired vocabulary.
- **DLM.LA.2.EEL.2.4.a-b** - Use newly acquired vocabulary in context.
- **DLM.LA.2.EEL.2.4.a-b\_1** - Use newly acquired vocabulary.
- **DLM.LA.2.EEL.2.4.a-b\_2** - With guidance and support, identify newly acquired vocabulary.
- **DLM.LA.2.EEL.2.4.a-b\_3** - Respond when new vocabulary is used.
- **DLM.LA.2.EEL.2.4.e\_4** - Ask about an unknown word.
- **DLM.LA.2.EEL.2.4.e** - Ask and answer questions about unknown words.
- **DLM.LA.2.EEL.2.4.e\_1** - Ask about an unknown word.
- **DLM.LA.2.EEL.2.4.e\_2** - Indicate that a word is unknown.
- **DLM.LA.2.EEL.2.4.e\_3** - Respond to words in conversations and shared reading/writing activities.
- **DLM.LA.2.L.2.5** - Demonstrate understanding of word relationships and nuances in word meanings.
- **DLM.LA.2.L.2.5.a** - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- **DLM.LA.2.EEL.2.5** - Demonstrate understanding of word relationships.
- **DLM.LA.2.EEL.2.5.a\_4** - Identify real-life connections between words and their use (e.g., happy: I am happy. ).
- **DLM.LA.2.EEL.2.5.a** - Identify real-life connections between words and their use.
- **DLM.LA.2.EEL.2.5.a\_1** - Identify real-life connections between words and their use (e.g., happy: I am happy. ).
- **DLM.LA.2.EEL.2.5.a\_2** - With guidance and support, identify real-life connections between words and their use.
- **DLM.LA.2.EEL.2.5.a\_3** - With guidance and support, respond to words in context.
- **DLM.LA.2.L.2.5.b** - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- **DLM.LA.2.EEL.2.5.b\_4** - Identify the function of common nouns.
- **DLM.LA.2.EEL.2.5.b** - Use a common noun and its function in a sentence.
- **DLM.LA.2.EEL.2.5.b\_1** - Identify the function of common nouns.
- **DLM.LA.2.EEL.2.5.b\_2** - Identify nouns that match functions.
- **DLM.LA.2.EEL.2.5.b\_3** - Respond to common nouns in context.
- **DLM.LA.2.L.2.6** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
- **DLM.LA.2.EEL.2.6\_4** - Use adjectives and adverbs from texts that have been read.
- **DLM.LA.2.EEL.2.6** - Use words and phrases acquired through interactions, being read to, and other forms of instruction.
- **DLM.LA.2.EEL.2.6\_1** - Use adjectives and adverbs from text that has been read.
- **DLM.LA.2.EEL.2.6\_2** - Repeat words from text that has been read to them.
- **DLM.LA.2.EEL.2.6\_3** - Mimic words spoken to them.
- **DLM.LA.3.RL.3** - Reading Literature
- **DLM.LA.3..KID\_1** - Key Ideas and Details

- **DLM.LA.3.RL.3.1** - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **DLM.LA.3.EERL.3.1\_4** - Answer questions to demonstrate understanding of text.
- **DLM.LA.3.EERL.3.1** - Ask and answer questions to demonstrate understanding of a text.
- **DLM.LA.3.EERL.3.1\_1** - Answer questions to demonstrate understanding of a text.
- **DLM.LA.3.EERL.3.1\_2** - With prompting, answer questions to demonstrate understanding of a text.
- **DLM.LA.3.EERL.3.1\_3** - With guidance and support, answer a question from a familiar book about a personal experience.
- **DLM.LA.3.RL.3.2** - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **DLM.LA.3.EERL.3.2\_4** - Retell stories, including fables, folktales, and myths from diverse cultures including details from the text.
- **DLM.LA.3.EERL.3.2** - Recount stories, including fables, folktales, and myths from diverse cultures including key details from the text.
- **DLM.LA.3.EERL.3.2\_1** - Retell stories, including fables, folktales, and myths from diverse cultures including details from the text.
- **DLM.LA.3.EERL.3.2\_2** - Retell parts of stories, including fables, folktales, and myths from diverse cultures including details from the text.
- **DLM.LA.3.EERL.3.2\_3** - With guidance and support, identify a detail from a familiar story, fable, folktale, or myth.
- **DLM.LA.3.RL.3.3** - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- **DLM.LA.3.EERL.3.3\_4** - Identify the traits, motivations, or feelings of characters in a story.
- **DLM.LA.3.EERL.3.3** - Describe the traits, motivations, or feelings of characters in a story.
- **DLM.LA.3.EERL.3.3\_1** - Identify the traits, motivations, or feelings of characters in a story.
- **DLM.LA.3.EERL.3.3\_2** - With prompting, identify the traits, motivations, or feelings of characters in a familiar story.
- **DLM.LA.3.EERL.3.3\_3** - With guidance and support, identify symbols, objects, or other tactual representations of feelings depicted in a familiar story.
- **DLM.LA.3.CS** - Craft and Structure
- **DLM.LA.3.RL.3.4** - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- **DLM.LA.3.EERL.3.4\_4** - Determine whether something described in the text could be true.
- **DLM.LA.3.EERL.3.4** - Determine which words or phrases in a text are literal versus non-literal.
- **DLM.LA.3.EERL.3.4\_1** - Determine whether something described in the text could be true.
- **DLM.LA.3.EERL.3.4\_2** - Identify things in the text that have happened in their own life.
- **DLM.LA.3.EERL.3.4\_3** - With guidance and support, identify one event from a story.

- **DLM.LA.3.RL.3.5** - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **DLM.LA.3.EERL.3.5\_4** - Determine the beginning, middle, and end of a story.
- **DLM.LA.3.EERL.3.5** - Sequence the beginning, middle, and end of a story.
- **DLM.LA.3.EERL.3.5\_1** - Determine the beginning, middle, and end of a story.
- **DLM.LA.3.EERL.3.5\_2** - Identify the beginning or ending of a story.
- **DLM.LA.3.EERL.3.5\_3** - With guidance and support, identify one event from a story.
- **DLM.LA.3.RL.3.6** - Distinguish their own point of view from that of the narrator or those of the characters.
- **DLM.LA.3.EERL.3.6\_4** - Identify personal point of view about a character or the narrator.
- **DLM.LA.3.EERL.3.6\_3** - Explain personal point of view about a character.
- **DLM.LA.3.EERL.3.6** - Identify personal point of view about a character or narrator.
- **DLM.LA.3.EERL.3.6\_1** - With prompts and support, state opinion about a character.
- **DLM.LA.3.EERL.3.6\_2** - Identify a favorite character in a story.
- **DLM.LA.3..IKI** - Integration of Knowledge and Ideas
- **DLM.LA.3.RL.3.7** - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- **DLM.LA.3.EERL.3.7\_4** - Identify parts of illustrations that depict a particular mood, setting, or character.
- **DLM.LA.3.EERL.3.7\_1** - Identify the part of an illustration that supports mood, setting, or character as described in the text.
- **DLM.LA.3.EERL.3.7\_2** - Identify parts of illustrations that depict a particular mood, setting, or character.
- **DLM.LA.3.EERL.3.7\_3** - Use illustrations to describe characters and setting.
- **DLM.LA.3.EERL.3.7** - With guidance and support, identify character or setting in an illustration from the text.
- **DLM.LA.3.RL.3.8** - (Not applicable to literature)
- **DLM.LA.3.EERL.3.8** - N/A
- **DLM.LA.3.RL.3.9** - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- **DLM.LA.3.EERL.3.9\_4** - Identify similarities in the settings of two stories by the same author.
- **DLM.LA.3.EERL.3.9** - Identify similarities in the settings of two stories by the same author.
- **DLM.LA.3.EERL.3.9\_1** - Identify similarities in the settings of two stories by the same author.
- **DLM.LA.3.EERL.3.9\_2** - Recognize that two stories have the same setting.
- **DLM.LA.3.EERL.3.9\_3** - With guidance and support, identify the setting of a story.
- **DLM.LA.3..RRL** - Range of Reading and Level of Text Complexity
- **DLM.LA.3.RL.3.10** - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
- **DLM.LA.3.EERL.3.10** - \*\*This Literature Essential Element references all elements above.
- **DLM.LA.3.RI.3** - Reading Informational Text
- **DLM.LA.3..KID** - Key Ideas and Details

- **DLM.LA.3.RI.3.1** - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **DLM.LA.3.EERI.3.1\_4** - Answer questions related to a familiar text.
- **DLM.LA.3.EERI.3.1** - Ask and answer questions using the text or illustration as evidence.
- **DLM.LA.3.EERI.3.1\_1** - Answer questions related to a familiar text.
- **DLM.LA.3.EERI.3.1\_2** - Answer questions related to a specific section of the familiar text.
- **DLM.LA.3.EERI.3.1\_3** - With prompts and supports, answer questions about text or illustrations.
- **DLM.LA.3.RI.3.2** - Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **DLM.LA.3.EERI.3.2\_4** - Identify a detail of a text.
- **DLM.LA.3.EERI.3.2** - Determine the key details of a text.
- **DLM.LA.3.EERI.3.2\_1** - Identify a detail of a text.
- **DLM.LA.3.EERI.3.2\_2** - With guidance and support, identify a detail of a text.
- **DLM.LA.3.EERI.3.2\_3** - With guidance and support, match the topic of a text.
- **DLM.LA.3.RI.3.3** - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- **DLM.LA.3.EERI.3.3\_4** - List the progression of a series of events.
- **DLM.LA.3.EERI.3.3** - Compare the progression of a series of events, ideas, and concepts (historical, scientific, or technical).
- **DLM.LA.3.EERI.3.3\_1** - List the progression of a series of events.
- **DLM.LA.3.EERI.3.3\_2** - With prompting, list the progression of a series of events given the first event.
- **DLM.LA.3.EERI.3.3\_3** - With guidance and support, determine sequence of events.
- **DLM.LA.3..CS\_1** - Craft and Structure
- **DLM.LA.3.RI.3.4** - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- **DLM.LA.3.EERI.3.4\_4** - Determine the meaning of vocabulary related to a familiar text.
- **DLM.LA.3.EERI.3.4** - Explain the meaning of key vocabulary specific to the text.
- **DLM.LA.3.EERI.3.4\_1** - Determine the meaning of vocabulary related to a familiar text.
- **DLM.LA.3.EERI.3.4\_2** - Identify vocabulary in an informational text.
- **DLM.LA.3.EERI.3.4\_3** - With guidance and support, locate identified vocabulary.
- **DLM.LA.3.RI.3.5** - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- **DLM.LA.3.EERI.3.5\_4** - Identify text features and search tools.
- **DLM.LA.3.EERI.3.5** - Identify text features and search tools to locate information.
- **DLM.LA.3.EERI.3.5\_1** - Identify text features and search tools.
- **DLM.LA.3.EERI.3.5\_2** - Identify text features.
- **DLM.LA.3.EERI.3.5\_3** - With guidance and support, identify text features.

- **DLM.LA.3.RI.3.6** - Distinguish their own point of view from that of the author of a text.
- **DLM.LA.3.EERI.3.6\_4** - Identify a personal point of view about a text.
- **DLM.LA.3.EERI.3.6** - Distinguish between personal point of view and that of others.
- **DLM.LA.3.EERI.3.6\_1** - Identify a personal point of view about a text.
- **DLM.LA.3.EERI.3.6\_2** - Identify personal point of view about the topic.
- **DLM.LA.3.EERI.3.6\_3** - With guidance and support, express point of view about a topic.
- **DLM.LA.3..IKI\_1** - Integration of Knowledge and Ideas
- **DLM.LA.3.RI.3.7** - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **DLM.LA.3.EERI.3.7\_4** - Demonstrate an understanding of text by connecting a visual element.
- **DLM.LA.3.EERI.3.7** - Explain how certain visual elements and words in the text support the ideas or understanding of events.
- **DLM.LA.3.EERI.3.7\_1** - Demonstrate an understanding of text by connecting a visual element.
- **DLM.LA.3.EERI.3.7\_2** - Identify a visual element in the text.
- **DLM.LA.3.EERI.3.7\_3** - With guidance and support, select a picture/object or section of text that supports the text.
- **DLM.LA.3.RI.3.8** - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- **DLM.LA.3.EERI.3.8** - N/A (See EERI.3.3.)
- **DLM.LA.3.RI.3.9** - Compare and contrast the most important points and key details presented in two texts on the same topic.
- **DLM.LA.3.EERI.3.9\_4** - Identify similarities of two resources on the same topic.
- **DLM.LA.3.EERI.3.9** - Identify similarities and differences of two resources on the same topic.
- **DLM.LA.3.EERI.3.9\_1** - Identify similarities of two resources on the same topic.
- **DLM.LA.3.EERI.3.9\_2** - Locate a second resource on the same topic.
- **DLM.LA.3.EERI.3.9\_3** - With guidance and support, identify the topic of one resource.
- **DLM.LA.3..RRL\_1** - Range of Reading and Level of Text Complexity
- **DLM.LA.3.RI.3.10** - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
- **DLM.LA.3.EERI.3.10** - \*\*This Informational Text Essential Element references all elements above.
- **DLM.LA.3.RF.3** - Foundational Skills
- **DLM.LA.3..PC** - Print Concepts
- **DLM.LA.3..TCI\_1** - This concept is addressed in Kindergarten and Grade 1 only.
- **DLM.LA.3..PA** - Phonological Awareness
- **DLM.LA.3..TCI** - This concept is addressed in Kindergarten and Grade 1 only.
- **DLM.LA.3..PWR** - Phonics and Word Recognition
- **DLM.LA.3.RF.3.3** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **DLM.LA.3.RF.3.3.a** - Identify and know the meaning of the most common prefixes and derivational suffixes.

- **DLM.LA.3.EERF.3.3** - Apply letter-sound skills in decoding consonant sounds of familiar one-syllable words.
- **DLM.LA.3.EERF.3.3.a\_4** - In context, demonstrate basic knowledge of letter-sound correspondences.
- **DLM.LA.3.EERF.3.3.a** - Use letter-sound knowledge to accurately represent the initial sound in single-syllable words.
- **DLM.LA.3.EERF.3.3.a\_1** - In context, demonstrate basic knowledge of letter-sound correspondences.
- **DLM.LA.3.EERF.3.3.a\_2** - In context, recognize three or fewer letter-sound correspondences.
- **DLM.LA.3.EERF.3.3.a\_3** - Repeat letter-sounds.
- **DLM.LA.3.RF.3.3.b** - Decode words with common Latin suffixes.
- **DLM.LA.3.EERF.3.3.b\_4** - With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rhymes).
- **DLM.LA.3.EERF.3.3.b** - Decode single-syllable words with common spelling patterns (CVC or high-frequency rhymes).
- **DLM.LA.3.EERF.3.3.b\_1** - With models and supports, decode single-syllable words with common spelling patterns (CVC or high-frequency rhymes).
- **DLM.LA.3.EERF.3.3.b\_2** - Identify the beginning sound of familiar words beginning with a single-consonant sound.
- **DLM.LA.3.EERF.3.3.b\_3** - With guidance and support, identify the initial sound that matches.
- **DLM.LA.3.RF.3.3.c** - Decode multisyllable words.
- **DLM.LA.3.EERF.3.3.c** - N/A
- **DLM.LA.3.RF.3.3.d** - Read grade-appropriate irregularly spelled words.
- **DLM.LA.3.EERF.3.3.d\_4** - Recognize 40 or more written words.
- **DLM.LA.3.EERF.3.3.d** - Recognize 50 or more written words.
- **DLM.LA.3.EERF.3.3.d\_1** - Recognize 40 or more written words.
- **DLM.LA.3.EERF.3.3.d\_2** - Recognize 10 or more written words.
- **DLM.LA.3.EERF.3.3.d\_3** - With guidance and support, identify personally relevant, familiar words.
- **DLM.LA.3..FL** - Fluency
  - **DLM.LA.3.RF.3.4** - Read with sufficient accuracy and fluency to support comprehension.
  - **DLM.LA.3.RF.3.4.a** - Read on-level text with purpose and understanding.
  - **DLM.LA.3.EERF.3.4** - Read text comprised of familiar words to support comprehension.
  - **DLM.LA.3.EERF.3.4.a\_4** - Read familiar text with purpose and understanding.
  - **DLM.LA.3.EERF.3.4.a** - Read ability-appropriate, novel text with purpose and understanding.
  - **DLM.LA.3.EERF.3.4.a\_1** - Read familiar text with purpose and understanding.
  - **DLM.LA.3.EERF.3.4.a\_2** - Listen to familiar text with purpose and understanding.
  - **DLM.LA.3.EERF.3.4.a\_3** - Listen to familiar text.
  - **DLM.LA.3.RF.3.4.b** - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - **DLM.LA.3.EERF.3.4.b** - N/A

- **DLM.LA.3.RF.3.4.c** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **DLM.LA.3.EERF.3.4.c\_4** - Use context to determine missing words in familiar texts.
- **DLM.LA.3.EERF.3.4.c** - Use context to determine missing words in a novel text.
- **DLM.LA.3.EERF.3.4.c\_1** - Use context to determine missing words in familiar texts. Ex. Complete MAZE tasks with familiar text.
- **DLM.LA.3.EERF.3.4.c\_2** - Select from two words or symbols, a word or item that completes a sentence in a way that makes sense.
- **DLM.LA.3.EERF.3.4.c\_3** - With guidance and support, identify a word that completes a familiar statement.
- **DLM.LA.3.W.3** - Writing
  - **DLM.LA.3..TTP** - Text Types and Purposes
    - **DLM.LA.3.W.3.1** - Write opinion pieces on topics or texts, supporting a point of view with reasons.
      - **DLM.LA.3.W.3.1.a** - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
      - **DLM.LA.3.W.3.1.b** - Provide reasons that support the opinion.
      - **DLM.LA.3.EEW.3.1.a-b\_4** - Select a text and write to state an opinion about it and one reason to support the opinion.
      - **DLM.LA.3.EEW.3.1.a-b** - Select a text and write to state an opinion about it with reasons to support the opinion.
      - **DLM.LA.3.EEW.3.1.a-b\_1** - Select a text and write to state an opinion about it and one reason to support the opinion.
      - **DLM.LA.3.EEW.3.1.a-b\_2** - With guidance and support, select a text and write, draw, or dictate an opinion about it and one reason to support the opinion.
      - **DLM.LA.3.EEW.3.1.a-b\_3** - With guidance and support, state an opinion about a book.
    - **DLM.LA.3.W.3.1.c** - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
      - **DLM.LA.3.EEW.3.1.c** - N/A
    - **DLM.LA.3.W.3.1.d** - Provide a concluding statement or section.
      - **DLM.LA.3.EEW.3.1.d** - N/A
  - **DLM.LA.3.W.3.2** - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
    - **DLM.LA.3.W.3.2.a** - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
    - **DLM.LA.3.W.3.2.b** - Develop the topic with facts, definitions, and details.
      - **DLM.LA.3.EEW.3.2.a-b** - Select a topic and write about it including one fact or detail.
      - **DLM.LA.3.EEW.3.2.a-b\_1** - Select a topic and write about it including one fact or detail.
      - **DLM.LA.3.EEW.3.2.a-b\_2** - Write a fact or detail about a given topic.
      - **DLM.LA.3.EEW.3.2.a-b\_3** - With guidance and support, select a topic for use during shared writing.

- **DLM.LA.3.W.3.2.c** - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- **DLM.LA.3.EEW.3.2.c** - N/A
- **DLM.LA.3.W.3.2.d** - Provide a concluding statement or section.
- **DLM.LA.3.EEW.3.2.d** - N/A
- **DLM.LA.3.W.3.3** - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **DLM.LA.3.W.3.3.a** - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- **DLM.LA.3.EEW.3.3.a\_4** - Select an event or personal experience and write one thing about it.
- **DLM.LA.3.EEW.3.3.a** - Select an event or personal experience and write several things about it.
- **DLM.LA.3.EEW.3.3.a\_1** - Select an event or personal experience and write one thing about it.
- **DLM.LA.3.EEW.3.3.a\_2** - With guidance and support, select an event or personal experience and write one thing about it.
- **DLM.LA.3.EEW.3.3.a\_3** - With guidance and support, select an event or personal experience to write about in shared writing.
- **DLM.LA.3.W.3.3.b** - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- **DLM.LA.3.EEW.3.3.b** - N/A
- **DLM.LA.3.W.3.3.c** - Use temporal words and phrases to signal event order.
- **DLM.LA.3.EEW.3.3.c** - N/A
- **DLM.LA.3.W.3.3.d** - Provide a sense of closure.
- **DLM.LA.3.EEW.3.3.d** - N/A
- **DLM.LA.3..PDW** - Production and Distribution of Writing
- **DLM.LA.3.W.3.4** - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **DLM.LA.3.EEW.3.4\_4** - With guidance and support, produce writing that expresses more than one idea.
- **DLM.LA.3.EEW.3.4** - With guidance and support, produce writing that expresses three or more ideas.
- **DLM.LA.3.EEW.3.4\_1** - With guidance and support, produce writing that expresses more than one idea.
- **DLM.LA.3.EEW.3.4\_2** - With guidance and support, produce writing that expresses an idea.
- **DLM.LA.3.EEW.3.4\_3** - With guidance and support, express an idea.
- **DLM.LA.3.W.3.5** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **DLM.LA.3.EEW.3.5\_4** - With guidance and support from adults and peers, revise own writing by adding more information.
- **DLM.LA.3.EEW.3.5** - With guidance and support from adults and peers, revise own writing by adding and elaborating on existing information.

- **DLM.LA.3.EEW.3.5\_1** - With guidance and support from adults and peers, revise own writing by adding more information.
- **DLM.LA.3.EEW.3.5\_2** - With guidance and support from adults and peers, add more to own writing.
- **DLM.LA.3.EEW.3.5\_3** - With guidance and support, produce writing.
- **DLM.LA.3.W.3.6** - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- **DLM.LA.3.EEW.3.6\_4** - With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.
- **DLM.LA.3.EEW.3.6** - Use technology to produce writing while interacting and collaborating with others.
- **DLM.LA.3.EEW.3.6\_1** - With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.
- **DLM.LA.3.EEW.3.6\_2** - With guidance and support from adults, use technology to produce writing.
- **DLM.LA.3.EEW.3.6\_3** - With guidance and support from adults, use technology to produce written communications.
- **DLM.LA.3..RBP** - Research to Build and Present Knowledge
  - **DLM.LA.3.W.3.7** - Conduct short research projects that build knowledge about a topic.
  - **DLM.LA.3.EEW.3.7\_4** - Gather information about a topic for a group research project.
  - **DLM.LA.3.EEW.3.7** - Gather information about a topic from multiple sources for a group research project.
  - **DLM.LA.3.EEW.3.7\_1** - Gather information about a topic from one source for a group research project.
  - **DLM.LA.3.EEW.3.7\_2** - With guidance and support, gather information about a topic from one source for a group research project.
  - **DLM.LA.3.EEW.3.7\_3** - With guidance and support, explore one information source while writing.
  - **DLM.LA.3.W.3.8** - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
  - **DLM.LA.3.EEW.3.8\_4** - Sort information into two provided categories and write information learned about them.
  - **DLM.LA.3.EEW.3.8** - Sort information into three or more provided categories and write information learned about them.
  - **DLM.LA.3.EEW.3.8\_1** - Sort information into two provided categories and write information learned about them.
  - **DLM.LA.3.EEW.3.8\_2** - With guidance and support, sort information into provided categories and label the categories.
  - **DLM.LA.3.EEW.3.8\_3** - With guidance and support, identify information related to a given topic and write about it.
- **DLM.LA.3.W.3.9** - (Begins in grade 4)
- **DLM.LA.3.EEW.3.9** - (Begins in grade 4.)
- **DLM.LA.3..RW** - Range of Writing
  - **DLM.LA.3.W.3.10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
  - **DLM.LA.3.EEW.3.10\_4** - Write routinely for a variety of tasks, purposes, and audiences.

- **DLM.LA.3.EEW.3.10** - Write routinely with elaboration for a variety of tasks, purposes, and audiences.
- **DLM.LA.3.EEW.3.10\_1** - Write routinely for a variety of tasks, purposes, and audiences.
- **DLM.LA.3.EEW.3.10\_2** - With guidance and support, write routinely for a variety of tasks, purposes, and audiences.
- **DLM.LA.3.EEW.3.10\_3** - With guidance and support, communicate routinely for a variety of purposes and audiences.
- **DLM.LA.3.SL.3** - Speaking and Listening
  - **DLM.LA.3.CC** - Comprehension and Collaboration
  - **DLM.LA.3.SL.3.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
    - **DLM.LA.3.SL.3.1.a** - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
    - **DLM.LA.3.EESL.3.1** - Participate in collaborative opportunities.
      - **DLM.LA.3.EESL.3.1.a\_4** - Engage in collaborative interactions about texts.
      - **DLM.LA.3.EESL.3.1.a** - Initiate collaborative interactions about texts.
      - **DLM.LA.3.EESL.3.1.a\_1** - Engage in collaborative interactions about texts.
      - **DLM.LA.3.EESL.3.1.a\_2** - Engage in multiple-turn exchanges with peers.
      - **DLM.LA.3.EESL.3.1.a\_3** - Communicate an idea to the teacher or peer.
    - **DLM.LA.3.SL.3.1.b** - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
      - **DLM.LA.3.EESL.3.1.b\_4** - Listen to others' ideas before responding.
      - **DLM.LA.3.EESL.3.1.b** - Listen and seek confirmation or clarification of others' ideas before responding.
      - **DLM.LA.3.EESL.3.1.b\_1** - Listen to others' ideas before responding.
      - **DLM.LA.3.EESL.3.1.b\_2** - With guidance and support, listen to others' ideas before responding.
      - **DLM.LA.3.EESL.3.1.b\_3** - With guidance and support, add to or support others' ideas.
    - **DLM.LA.3.SL.3.1.c** - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
      - **DLM.LA.3.EESL.3.1.c\_4** - Ask questions that link to ideas of others.
      - **DLM.LA.3.EESL.3.1.c** - Ask questions to check understanding of ideas of others.
      - **DLM.LA.3.EESL.3.1.c\_1** - Ask questions that link to ideas of others.
      - **DLM.LA.3.EESL.3.1.c\_2** - With guidance and support, ask questions that link to ideas of others.
      - **DLM.LA.3.EESL.3.1.c\_3** - With guidance and support, ask questions of others.
    - **DLM.LA.3.SL.3.1.d** - Explain their own ideas and understanding in light of the discussion.
      - **DLM.LA.3.EESL.3.1.d\_4** - Express ideas clearly.
      - **DLM.LA.3.EESL.3.1.d** - Explain ideas clearly.
      - **DLM.LA.3.EESL.3.1.d\_1** - Express ideas clearly.
      - **DLM.LA.3.EESL.3.1.d\_2** - With guidance and support, express ideas.

- **DLM.LA.3.EESL.3.1.d\_3** - Communicate an idea to teacher or peer.
- **DLM.LA.3.SL.3.2** - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **DLM.LA.3.EESL.3.2\_4** - Ask and answer questions about details from a text read aloud or information presented orally or through other media.
- **DLM.LA.3.EESL.3.2** - Recount key details from a text read aloud or information presented orally or through other media.
- **DLM.LA.3.EESL.3.2\_1** - Ask and answer questions about details from a text read aloud or information presented orally or through other media.
- **DLM.LA.3.EESL.3.2\_2** - Answer questions about details from a text read aloud or information presented orally or through other media.
- **DLM.LA.3.EESL.3.2\_3** - Attend to media presentations.
- **DLM.LA.3.SL.3.3** - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **DLM.LA.3.EESL.3.3\_4** - Ask or answer questions about what a speaker says.
- **DLM.LA.3.EESL.3.3** - Initiate a question or answer related questions about what a speaker says.
- **DLM.LA.3.EESL.3.3\_1** - Ask or answer a question about what a speaker says.
- **DLM.LA.3.EESL.3.3\_2** - Answer questions about what a speaker says.
- **DLM.LA.3.EESL.3.3\_3** - With guidance and support, respond to questions about presented information.
- **DLM.LA.3..PKI** - Presentation of Knowledge and Ideas
- **DLM.LA.3.SL.3.4** - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **DLM.LA.3.EESL.3.4\_4** - Recount a personal experience including details.
- **DLM.LA.3.EESL.3.4** - Recount a personal experience including descriptive details.
- **DLM.LA.3.EESL.3.4\_1** - Recount a personal experience including details.
- **DLM.LA.3.EESL.3.4\_2** - Use pictures or other visual or tactual supports to recount a personal experience including details.
- **DLM.LA.3.EESL.3.4\_3** - With guidance and support, communicate a personal experience.
- **DLM.LA.3.SL.3.5** - Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **DLM.LA.3.EESL.3.5\_4** - Create a multimedia presentation of a story or poem.
- **DLM.LA.3.EESL.3.5** - Create a media production of a story or poem, including text.
- **DLM.LA.3.EESL.3.5\_1** - Create a multimedia presentation of a story or poem.
- **DLM.LA.3.EESL.3.5\_2** - Participate in the creation of a multimedia presentation of a story or poem by adding words, selecting visuals, or recording portions of the text.
- **DLM.LA.3.EESL.3.5\_3** - With guidance and support, participate in the creation of a multimedia presentation of a story or poem by adding words, selecting visuals, or recording portions of the text.

- **DLM.LA.3.SL.3.6** - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **DLM.LA.3.EESL.3.6\_4** - Combine words for effective communication to clarify thoughts, feelings, and ideas.
- **DLM.LA.3.EESL.3.6** - Speak in complete sentences to clarify thoughts, feelings, and ideas.
- **DLM.LA.3.EESL.3.6\_1** - Combine words for effective communication to clarify thoughts, feelings, and ideas.
- **DLM.LA.3.EESL.3.6\_2** - Combine words to communicate thoughts, feelings, and ideas.
- **DLM.LA.3.EESL.3.6\_3** - With guidance and support, communicate thoughts, feelings, and ideas.
- **DLM.LA.3.L.3** - Language
  - **DLM.LA.3.CSE** - Conventions of Standard English
    - **DLM.LA.3.L.3.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
      - **DLM.LA.3.L.3.1.a** - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
      - **DLM.LA.3.EEL.3.1** - Demonstrate standard English grammar and usage when communicating.
        - **DLM.LA.3.EEL.3.1.a\_4** - Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication.
          - **DLM.LA.3.EEL.3.1.a** - Include noun + verb, noun + adjective, and subject + verb + object combinations in utterances that are four words and longer.
          - **DLM.LA.3.EEL.3.1.a\_1** - Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication.
          - **DLM.LA.3.EEL.3.1.a\_2** - Use noun + verb combinations when communicating.
          - **DLM.LA.3.EEL.3.1.a\_3** - With guidance and support, identify common nouns and verbs in symbolic form.
        - **DLM.LA.3.L.3.1.b** - Form and use regular and irregular plural nouns.
          - **DLM.LA.3.EEL.3.1.b\_4** - Use plural nouns.
            - **DLM.LA.3.EEL.3.1.b** - Form regular plural nouns.
            - **DLM.LA.3.EEL.3.1.b\_1** - Use plural nouns.
            - **DLM.LA.3.EEL.3.1.b\_2** - Use nouns to communicate.
            - **DLM.LA.3.EEL.3.1.b\_3** - Recognize common nouns.
          - **DLM.LA.3.L.3.1.c** - Use abstract nouns (e.g., childhood).
            - **DLM.LA.3.EEL.3.1.c** - N/A
          - **DLM.LA.3.L.3.1.d** - Form and use regular and irregular verbs.
            - **DLM.LA.3.EEL.3.1.d\_4** - Use present and past tense verbs.
              - **DLM.LA.3.EEL.3.1.d** - Use present and past tense verbs with matching nouns.
              - **DLM.LA.3.EEL.3.1.d\_1** - Use present and past tense verbs.
              - **DLM.LA.3.EEL.3.1.d\_2** - Use common present tense verbs.
              - **DLM.LA.3.EEL.3.1.d\_3** - Recognize common verbs.
            - **DLM.LA.3.L.3.1.e** - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
              - **DLM.LA.3.EEL.3.1.e** - N/A

- **DLM.LA.3.L.3.1.f** - Ensure subject-verb and pronoun-antecedent agreement.
- **DLM.LA.3.EEL.3.1.f** - N/A
- **DLM.LA.3.L.3.1.g** - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- **DLM.LA.3.EEL.3.1.g** - N/A
- **DLM.LA.3.L.3.1.h** - Use coordinating and subordinating conjunctions.
- **DLM.LA.3.EEL.3.1.h\_4** - Produce utterances using three or more words.
- **DLM.LA.3.EEL.3.1.h** - Produce grammatically complete utterances.
- **DLM.LA.3.EEL.3.1.h\_1** - Produce utterances using three or more words.
- **DLM.LA.3.EEL.3.1.h\_2** - Use single words to communicate.
- **DLM.LA.3.EEL.3.1.h\_3** - React to words either spoken, written, or in picture form.
- **DLM.LA.3.L.3.1.i** - Produce simple, compound, and complex sentences.
- **DLM.LA.3.EEL.3.1.i\_4** - Ask simple questions.
- **DLM.LA.3.EEL.3.1.i** - Ask questions in simple complete sentences.
- **DLM.LA.3.EEL.3.1.i\_1** - Ask simple questions.
- **DLM.LA.3.EEL.3.1.i\_2** - With guidance and support, ask questions using who or what.
- **DLM.LA.3.EEL.3.1.i\_3** - Respond to simple questions.
- **DLM.LA.3.L.3.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **DLM.LA.3.L.3.2.a** - Capitalize appropriate words in titles.
- **DLM.LA.3.EEL.3.2** - Apply conventions of standard English including capitalization and spelling.
- **DLM.LA.3.EEL.3.2.a\_4** - Capitalize the first letter of a familiar place.
- **DLM.LA.3.EEL.3.2.a** - Capitalize the first letter of familiar names.
- **DLM.LA.3.EEL.3.2.a\_1** - Capitalize the first letter of a familiar place.
- **DLM.LA.3.EEL.3.2.a\_2** - Capitalize first letter of own name.
- **DLM.LA.3.EEL.3.2.a\_3** - With guidance and support, respond to own name in print.
- **DLM.LA.3.L.3.2.b** - Use commas in addresses.
- **DLM.LA.3.EEL.3.2.b** - N/A
- **DLM.LA.3.L.3.2.c** - Use commas and quotation marks in dialogue.
- **DLM.LA.3.EEL.3.2.c** - N/A
- **DLM.LA.3.L.3.2.d** - Form and use possessives.
- **DLM.LA.3.EEL.3.2.d** - N/A
- **DLM.LA.3.L.3.2.e** - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- **DLM.LA.3.EEL.3.2.e\_2** - Spell common high-frequency words accurately.
- **DLM.LA.3.EEL.3.2.e** - Spell single-syllable words accurately when writing.
- **DLM.LA.3.EEL.3.2.e\_1** - Spell common high-frequency words accurately.

- **DLM.LA.3.EEL.3.2.e\_3** - Identify the letters in high frequency words.
- **DLM.LA.3.EEL.3.2.e\_4** - Identify a letter versus a non-letter.
- **DLM.LA.3.L.3.2.f** - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- **DLM.LA.3.EEL.3.2.f\_3** - Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern.
- **DLM.LA.3.EEL.3.2.f** - Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern.
- **DLM.LA.3.EEL.3.2.f\_1** - Match words with the same spelling pattern.
- **DLM.LA.3.EEL.3.2.f\_2** - Identify own name.
- **DLM.LA.3.L.3.2.g** - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- **DLM.LA.3.EEL.3.2.g\_4** - Consult print in the environment to support reading and spelling.
- **DLM.LA.3.EEL.3.2.g** - Actively use print in the environment to support reading and spelling.
- **DLM.LA.3.EEL.3.2.g\_1** - Consult print in the environment to support reading and spelling.
- **DLM.LA.3.EEL.3.2.g\_2** - Identify print and signs in the environment.
- **DLM.LA.3.EEL.3.2.g\_3** - With guidance and support, use symbols to communicate.
- **DLM.LA.3..KL** - Knowledge of Language
  - **DLM.LA.3.L.3.3** - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - **DLM.LA.3.L.3.3.a** - Choose words and phrases for effect.
  - **DLM.LA.3.EEL.3.3** - Use language to achieve desired outcomes when communicating.
  - **DLM.LA.3.EEL.3.3.a\_4** - Use language to make simple requests.
  - **DLM.LA.3.EEL.3.3.a** - Use language to make or respond to requests.
  - **DLM.LA.3.EEL.3.3.a\_1** - Use language to make simple requests.
  - **DLM.LA.3.EEL.3.3.a\_2** - Combine two or more words to make requests.
  - **DLM.LA.3.EEL.3.3.a\_3** - Look at or touch a word, object, or symbol to make a request.
  - **DLM.LA.3.L.3.3.b** - Recognize and observe differences between the conventions of spoken and written standard English.
  - **DLM.LA.3.EEL.3.3.b\_4** - Use language to comment or share information.
  - **DLM.LA.3.EEL.3.3.b** - Use language to comment or share information.
  - **DLM.LA.3.EEL.3.3.b\_1** - Use language to comment or share information.
  - **DLM.LA.3.EEL.3.3.b\_2** - Use single words, objects, signs, or symbols to comment or share information.
  - **DLM.LA.3.EEL.3.3.b\_3** - Use a preprogrammed messages on a communication device to comment or share information.
- **DLM.LA.3..VAU** - Vocabulary Acquisition and Use
  - **DLM.LA.3.L.3.4** - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
  - **DLM.LA.3.L.3.4.a** - Use sentence-level context as a clue to the meaning of a word or phrase.

- **DLM.LA.3.EEL.3.4** - Demonstrate knowledge of new vocabulary drawn from reading and content areas.
- **DLM.LA.3.EEL.3.4.a** - N/A
- **DLM.LA.3.L.3.4.b** - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- **DLM.LA.3.EEL.3.4.b\_4** - Identify the temporal meaning of words when common affixes (-ing, ed) are added to common verbs.
- **DLM.LA.3.EEL.3.4.b** - Add affixes to words to accurately reflect temporal meanings.
- **DLM.LA.3.EEL.3.4.b\_1** - Identify the temporal meaning of words when common affixes (-ing, -ed) are added to common verbs.
- **DLM.LA.3.EEL.3.4.b\_2** - Identify yesterday, today, and tomorrow as temporal concepts.
- **DLM.LA.3.EEL.3.4.b\_3** - With guidance and support, demonstrate an understanding of first-next as temporal concepts.
- **DLM.LA.3.L.3.4.c** - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- **DLM.LA.3.EEL.3.4.c** - N/A
- **DLM.LA.3.L.3.4.d** - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **DLM.LA.3.EEL.3.4.d** - N/A
- **DLM.LA.3.L.3.5** - Demonstrate understanding of word relationships and nuances in word meanings.
- **DLM.LA.3.L.3.5.a** - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- **DLM.LA.3.EEL.3.5** - Demonstrate understanding of word relationships.
- **DLM.LA.3.EEL.3.5.a** - N/A
- **DLM.LA.3.L.3.5.b** - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- **DLM.LA.3.EEL.3.5.b\_4** - Identify real-life connections between words and their use (e.g., happy: I am happy. ).
- **DLM.LA.3.EEL.3.5.b** - Identify real-life connections between words and their use for expressing related emotions (e.g., angry, depressed, or excited).
- **DLM.LA.3.EEL.3.5.b\_1** - Identify real-life connections between words and their use (e.g., happy: I am happy. ).
- **DLM.LA.3.EEL.3.5.b\_2** - With guidance and support, identify real-life connections between words and their use (e.g., happy: I am happy. ).
- **DLM.LA.3.EEL.3.5.b\_3** - With guidance and support, demonstrate understanding of words in real-life situations.
- **DLM.LA.3.L.3.5.c** - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- **DLM.LA.3.EEL.3.5.c\_4** - Identify words that describe personal emotional states.
- **DLM.LA.3.EEL.3.5.c** - Use words that describe personal emotional states in others.
- **DLM.LA.3.EEL.3.5.c\_1** - Identify words that describe personal emotional states.
- **DLM.LA.3.EEL.3.5.c\_2** - Recognize simple emotion words (e.g., happy, sad, and mad).

- **DLM.LA.3.EEL.3.5.c\_3** - With guidance and support, recognize simple emotion words (e.g., happy, sad, and mad).
- **DLM.LA.3.L.3.6** - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
- **DLM.LA.3.EEL.3.6\_4** - Demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later).
- **DLM.LA.3.EEL.3.6** - Use words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later).
- **DLM.LA.3.EEL.3.6\_1** - Demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later).
- **DLM.LA.3.EEL.3.6\_2** - With guidance and support, demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later).
- **DLM.LA.3.EEL.3.6\_3** - With guidance and support, put in or take out when asked.
- **DLM.LA.4.RL.4** - Reading Literature
  - **DLM.LA.4..KID** - Key Ideas and Details
    - **DLM.LA.4.RL.4.1** - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
    - **DLM.LA.4.EERL.4.1\_4** - Use details from the text to recount what the text says.
    - **DLM.LA.4.EERL.4.1** - Refer to details in recounting what the text says.
    - **DLM.LA.4.EERL.4.1\_1** - Use details from the text to recount what the text says.
    - **DLM.LA.4.EERL.4.1\_2** - Recount a portion of the text.
    - **DLM.LA.4.EERL.4.1\_3** - Identify a detail from the text.
    - **DLM.LA.4.RL.4.2** - Determine a theme of a story, drama, or poem from details in the text; summarize the text.
    - **DLM.LA.4.EERL.4.2\_4** - Determine the main idea of a text.
    - **DLM.LA.4.EERL.4.2** - Identify the theme of a text.
    - **DLM.LA.4.EERL.4.2\_1** - Determine the main idea of a text.
    - **DLM.LA.4.EERL.4.2\_2** - When given a detail, identify the central idea of a text.
    - **DLM.LA.4.EERL.4.2\_3** - Identify a word from a familiar text.
    - **DLM.LA.4.RL.4.3** - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
    - **DLM.LA.4.EERL.4.3\_4** - Use details from text to describe a character in a story.
    - **DLM.LA.4.EERL.4.3** - Use details from text to describe multiple attributes of a character in a story.
    - **DLM.LA.4.EERL.4.3\_1** - Use details from text to describe a character in a story.
    - **DLM.LA.4.EERL.4.3\_2** - Identify the name of a character in a story.
    - **DLM.LA.4.EERL.4.3\_3** - Identify details from a familiar story.
  - **DLM.LA.4..CS** - Craft and Structure

- **DLM.LA.4.RL.4.4** - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- **DLM.LA.4.EERL.4.4\_4** - Determine meaning of words in context.
- **DLM.LA.4.EERL.4.4** - Use context to determine a missing word from a sentence.
- **DLM.LA.4.EERL.4.4\_1** - Determine meaning of words in context.
- **DLM.LA.4.EERL.4.4\_2** - Identify two or more words that are related to one another.
- **DLM.LA.4.EERL.4.4\_3** - After listening to or reading a text, touch or look at a picture, object, or other symbolic representation of the word.
- **DLM.LA.4.RL.4.5** - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- **DLM.LA.4.EERL.4.5\_4** - Recognize a text as a story or poem.
- **DLM.LA.4.EERL.4.5** - Differentiate characteristics of poems and stories.
- **DLM.LA.4.EERL.4.5\_1** - Recognize a text as a story or poem.
- **DLM.LA.4.EERL.4.5\_2** - Recognize a poem.
- **DLM.LA.4.EERL.4.5\_3** - Identify familiar stories or poems.
- **DLM.LA.4.RL.4.6** - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **DLM.LA.4.EERL.4.6\_1** - Identify the narrator of a story.
- **DLM.LA.4.EERL.4.6\_3** - Identify the narrator's point of view.
- **DLM.LA.4.EERL.4.6** - Identify the narrator of a story.
- **DLM.LA.4.EERL.4.6\_4** - Identify the narrator in first-person narratives.
- **DLM.LA.4.EERL.4.6\_2** - Identify the narrator in a familiar text with a single character who narrates the entire text.
- **DLM.LA.4..IKI** - Integration of Knowledge and Ideas
- **DLM.LA.4.RL.4.7** - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- **DLM.LA.4.EERL.4.7\_4** - Make connections between text and visual or oral presentations.
- **DLM.LA.4.EERL.4.7** - Identify similarities and differences between different representations of a story.
- **DLM.LA.4.EERL.4.7\_1** - Make connections between text and visual or oral presentations.
- **DLM.LA.4.EERL.4.7\_2** - Identify the text-based version of the story that matches the visual or oral presentation.
- **DLM.LA.4.EERL.4.7\_3** - Communicate a preference for the text-based or visual or oral presentation of a story.
- **DLM.LA.4.RL.4.8** - (Not applicable to literature)
- **DLM.LA.4.EERL.4.8** - N/A
- **DLM.LA.4.RL.4.9** - Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- **DLM.LA.4.EERL.4.9\_4** - Compare and contrast two stories, myths, or texts from different cultures.
- **DLM.LA.4.EERL.4.9** - Compare and contrast two stories, myths, or texts from different cultures that address the same topic.

- **DLM.LA.4.EERL.4.9\_1** - Compare and contrast two stories, myths, or texts from different cultures.
- **DLM.LA.4.EERL.4.9\_2** - Identify a similar event in two stories.
- **DLM.LA.4.EERL.4.9\_3** - Identify a story event.
- **DLM.LA.4.RRL** - Range of Reading and Level of Text Complexity
- **DLM.LA.4.RL.4.10** - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **DLM.LA.4.EERL.4.10** - \*\*This Literature Essential Element references all elements above.
- **DLM.LA.4.RI.4** - Reading Informational Text
- **DLM.LA.4.KID\_1** - Key Ideas and Details
- **DLM.LA.4.RI.4.1** - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **DLM.LA.4.EERI.4.1\_4** - Use details from the text to recount what the text says.
- **DLM.LA.4.EERI.4.1** - Refer to details in recounting what the text says without looking back at the text.
- **DLM.LA.4.EERI.4.1\_1** - Use details from the text to recount what the text says.
- **DLM.LA.4.EERI.4.1\_2** - Recount a portion of the text.
- **DLM.LA.4.EERI.4.1\_3** - Answer questions about information presented in text.
- **DLM.LA.4.RI.4.2** - Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **DLM.LA.4.EERI.4.2\_4** - Determine a main idea of a text.
- **DLM.LA.4.EERI.4.2** - When given a text, generate a representation of the main idea.
- **DLM.LA.4.EERI.4.2\_1** - Determine a main idea of a text.
- **DLM.LA.4.EERI.4.2\_2** - Recognize the main idea of a text.
- **DLM.LA.4.EERI.4.2\_3** - Recognize information related to a text.
- **DLM.LA.4.RI.4.3** - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **DLM.LA.4.EERI.4.3\_4** - Use details from text to describe what happened.
- **DLM.LA.4.EERI.4.3\_1** - Use details from a text to predict upcoming events based on cause/effect understanding.
- **DLM.LA.4.EERI.4.3** - Use details from text to describe what happened.
- **DLM.LA.4.EERI.4.3\_2** - Given part of a text, label the next step.
- **DLM.LA.4.EERI.4.3\_3** - Identify a familiar step from the text.
- **DLM.LA.4.CS\_1** - Craft and Structure
- **DLM.LA.4.RI.4.4** - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- **DLM.LA.4.EERI.4.4\_4** - Determine meaning of words in context.
- **DLM.LA.4.EERI.4.4** - Use context to determine a missing word from a sentence.
- **DLM.LA.4.EERI.4.4\_1** - Determine meaning of words in context.
- **DLM.LA.4.EERI.4.4\_2** - Identify two or more words that are related to one another.

- **DLM.LA.4.EERI.4.4\_3** - Given a word, touch or look at a picture, object, or other representation that represents the word.
- **DLM.LA.4.RI.4.5** - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **DLM.LA.4.EERI.4.5\_4** - Identify the chronological structure of a text (first, then, next).
- **DLM.LA.4.EERI.4.5** - Use the structure of a text to find information about the sequence of events.
- **DLM.LA.4.EERI.4.5\_1** - Identify the chronological structure of a text (first, then, next).
- **DLM.LA.4.EERI.4.5\_2** - Given the chronology of a text, complete missing parts.
- **DLM.LA.4.EERI.4.5\_3** - Identify a text that demonstrates chronology.
- **DLM.LA.4.RI.4.6** - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- **DLM.LA.4.EERI.4.6\_4** - Identify a firsthand account of an event.
- **DLM.LA.4.EERI.4.6** - Compare how a firsthand account is different from a secondhand account.
- **DLM.LA.4.EERI.4.6\_1** - Identify a firsthand account of an event.
- **DLM.LA.4.EERI.4.6\_2** - Recognize a firsthand account of something the students have done.
- **DLM.LA.4.EERI.4.6\_3** - Respond to a personal account of an event or topic.
- **DLM.LA.4..IKI\_1** - Integration of Knowledge and Ideas
- **DLM.LA.4.RI.4.7** - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **DLM.LA.4.EERI.4.7\_4** - Interpret information presented visually and orally.
- **DLM.LA.4.EERI.4.7** - Interpret information presented visually, orally, or quantitatively.
- **DLM.LA.4.EERI.4.7\_1** - Interpret information presented visually and orally.
- **DLM.LA.4.EERI.4.7\_2** - Identify information presented in a singular format.
- **DLM.LA.4.EERI.4.7\_3** - Identify information that is presented visually or orally.
- **DLM.LA.4.RI.4.8** - Explain how an author uses reasons and evidence to support particular points in a text.
- **DLM.LA.4.EERI.4.8\_4** - Identify the author's point.
- **DLM.LA.4.EERI.4.8** - Recognize how the author uses reasons to support points in a text.
- **DLM.LA.4.EERI.4.8\_1** - Identify the author's point.
- **DLM.LA.4.EERI.4.8\_2** - With prompts and support, identify from choices a point the author makes.
- **DLM.LA.4.EERI.4.8\_3** - With prompts and support, identify the title of a book and tell what the book is about.
- **DLM.LA.4.RI.4.9** - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- **DLM.LA.4.EERI.4.9\_4** - Identify similarities of two resources on the same topic.
- **DLM.LA.4.EERI.4.9** - Describe the similarities of two resources on the same topic.
- **DLM.LA.4.EERI.4.9\_1** - Identify similarities of two resources on the same topic.
- **DLM.LA.4.EERI.4.9\_2** - Identify two resources on the same topic.

- **DLM.LA.4.EERI.4.9\_3** - Identify one resource on a favorite topic.
- **DLM.LA.4.RRL\_1** - Range of Reading and Level of Text Complexity
- **DLM.LA.4.RI.4.10** - By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **DLM.LA.4.EERI.4.10** - \*\*This Informational Text Essential Element references all elements above.
- **DLM.LA.4.RF.4** - Foundational Skills
- **DLM.LA.4.PC** - Print Concepts
- **DLM.LA.4.TCI** - This concept is addressed in Kindergarten and Grade 1 only.
- **DLM.LA.4.PA** - Phonological Awareness
- **DLM.LA.4.TCI\_1** - This concept is addressed in Kindergarten and Grade 1 only.
- **DLM.LA.4.PWR** - Phonics and Word Recognition
- **DLM.LA.4.RF.4.3** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **DLM.LA.4.RF.4.3.a** - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **DLM.LA.4.EERF.4.3** - Know and apply phonics and word analysis skills in decoding words.
- **DLM.LA.4.EERF.4.3.a\_4** - Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.
- **DLM.LA.4.EERF.4.3.a** - Apply letter-sound and word length knowledge to use first letter plus word length plus context to identify unfamiliar words.
- **DLM.LA.4.EERF.4.3.a\_1** - Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.
- **DLM.LA.4.EERF.4.3.a\_2** - Identify the sound of the initial letter in familiar words.
- **DLM.LA.4.EERF.4.3.a\_3** - Identify a missing word from a sentence presented orally.
- **DLM.LA.4.EERF.4.3.EERF.4.3.b** - Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rhymes).
- **DLM.LA.4.EERF.4.3.b** - Decode single-syllable words with complex spelling patterns.
- **DLM.LA.4.EERF.4.3.b\_1** - Decode single-syllable words with common spelling patterns (CVC or high-frequency rhymes).
- **DLM.LA.4.EERF.4.3.b\_2** - Recognize words that rhyme with single-syllable words with common spelling patterns (rhymes).
- **DLM.LA.4.EERF.4.3.b\_3** - Repeat letter-sounds.
- **DLM.LA.4.FL** - Fluency
- **DLM.LA.4.RF.4.4** - Read with sufficient accuracy and fluency to support comprehension.
- **DLM.LA.4.RF.4.4.a** - Read on-level text with purpose and understanding.
- **DLM.LA.4.RF.4.4.b** - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **DLM.LA.4.RF.4.4.c** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- **DLM.LA.4.EERF.4.4\_4** - Read text comprised of familiar words with accuracy and understanding.
- **DLM.LA.4.EERF.4.4** - Read text comprised of familiar and unfamiliar words with accuracy and understanding.
- **DLM.LA.4.EERF.4.4\_1** - Read text comprised of familiar words with accuracy and understanding.
- **DLM.LA.4.EERF.4.4\_2** - Identify text of familiar words when read to them.
- **DLM.LA.4.EERF.4.4\_3** - With guidance and support, identify familiar words or pictures.
- **DLM.LA.4.W.4** - Writing
  - **DLM.LA.4..TTP** - Text Types and Purposes
    - **DLM.LA.4.W.4.1** - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
    - **DLM.LA.4.W.4.1.a** - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
    - **DLM.LA.4.EEW.4.1** - Write an opinion about a topic or text and reasons to support the opinion.
    - **DLM.LA.4.EEW.4.1.a\_4** - Select a topic or text and write an opinion about it.
    - **DLM.LA.4.EEW.4.1.a** - Recall a topic or text and write an opinion about it.
    - **DLM.LA.4.EEW.4.1.a\_1** - Select a topic or text and write an opinion about it.
    - **DLM.LA.4.EEW.4.1.a\_2** - Given a topic or text, write an opinion about it.
    - **DLM.LA.4.EEW.4.1.a\_3** - Communicate a preference for a text or topic.
    - **DLM.LA.4.W.4.1.b** - Provide reasons that are supported by facts and details.
    - **DLM.LA.4.W.4.1.c** - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
    - **DLM.LA.4.EEW.4.1.b-c\_4** - List reasons to support the opinion.
    - **DLM.LA.4.EEW.4.1.b-c** - Write reasons to support an opinion using short phrases or sentence stems.
    - **DLM.LA.4.EEW.4.1.b-c\_1** - List reasons to support an opinion.
    - **DLM.LA.4.EEW.4.1.b-c\_2** - Identify a reason to support an opinion.
    - **DLM.LA.4.EEW.4.1.b-c\_3** - Express agreement or disagreement with an opinion stated by another.
    - **DLM.LA.4.W.4.1.d** - Provide a concluding statement or section related to the opinion presented.
    - **DLM.LA.4.EEW.4.1.d** - N/A
  - **DLM.LA.4.W.4.2** - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - **DLM.LA.4.W.4.2.a** - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - **DLM.LA.4.EEW.4.2** - Write to convey ideas and information clearly.
  - **DLM.LA.4.EEW.4.2.a\_4** - Select a topic and related visual, tactual, or multimedia information.
  - **DLM.LA.4.EEW.4.2.a** - Generate a topic and gather related visual, tactual, or multimedia information.
  - **DLM.LA.4.EEW.4.2.a\_1** - Select a topic and related visual, tactual, or multimedia information.
  - **DLM.LA.4.EEW.4.2.a\_2** - With guidance and support, select a topic and related visual, tactual, or multimedia information.
  - **DLM.LA.4.EEW.4.2.a\_3** - With guidance and support, select visual, tactual, or multimedia information that relate to a familiar topic.
  - **DLM.LA.4.W.4.2.b** - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

- **DLM.LA.4.EEW.4.2.b\_4** - List words, facts, or details related to the topic.
- **DLM.LA.4.EEW.4.2.b** - Write phrases and sentences that convey facts or details related to the topic.
- **DLM.LA.4.EEW.4.2.b\_1** - List words, facts, or details related to the topic.
- **DLM.LA.4.EEW.4.2.b\_2** - Select words, facts, or details related to the topic.
- **DLM.LA.4.EEW.4.2.b\_3** - With guidance and support, the student identifies symbols that relate to the topic.
- **DLM.LA.4.W.4.2.c** - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- **DLM.LA.4.EEW.4.2.c** - N/A
- **DLM.LA.4.W.4.2.d** - Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **DLM.LA.4.EEW.4.2.d** - N/A
- **DLM.LA.4.W.4.2.e** - Provide a concluding statement or section related to the information or explanation presented.
- **DLM.LA.4.EEW.4.2.e** - N/A
- **DLM.LA.4.W.4.3** - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **DLM.LA.4.W.4.3.a** - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **DLM.LA.4.EEW.4.3** - Select an event or personal experience and write about it.
- **DLM.LA.4.EEW.4.3.a\_4** - Write about two events in sequence related to a personal experience.
- **DLM.LA.4.EEW.4.3.a** - Select an event or personal experience and write about it including three events in sequence.
- **DLM.LA.4.EEW.4.3.a\_1** - Write about two events in sequence related to a personal experience.
- **DLM.LA.4.EEW.4.3.a\_2** - Write about an event or personal experience.
- **DLM.LA.4.EEW.4.3.a\_3** - With guidance and support, communicate about an event or personal experience.
- **DLM.LA.4.W.4.3.b** - Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- **DLM.LA.4.EEW.4.3.b\_4** - List words that describe an event or personal experience to use when writing about it.
- **DLM.LA.4.EEW.4.3.b** - Write about an event or personal experience using describing words and phrases.
- **DLM.LA.4.EEW.4.3.b\_1** - List words that describe an event or personal experience to use when writing about it.
- **DLM.LA.4.EEW.4.3.b\_2** - Select words that describe an event or personal experience when writing about it.
- **DLM.LA.4.EEW.4.3.b\_3** - With guidance and support, select a word that describes himself or herself.
- **DLM.LA.4.W.4.3.c** - Use a variety of transitional words and phrases to manage the sequence of events.
- **DLM.LA.4.EEW.4.3.c** - N/A
- **DLM.LA.4.W.4.3.d** - Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **DLM.LA.4.EEW.4.3.d** - N/A
- **DLM.LA.4.W.4.3.e** - Provide a conclusion that follows from the narrated experiences or events.
- **DLM.LA.4.EEW.4.3.e** - N/A
- **DLM.LA.4..PDW** - Production and Distribution of Writing

- **DLM.LA.4.W.4.4** - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **DLM.LA.4.EEW.4.4\_4** - Produce writing that expresses more than one idea with a logical organization.
- **DLM.LA.4.EEW.4.4** - Produce writing that expresses multiple ideas with a logical organization.
- **DLM.LA.4.EEW.4.4\_1** - Produce writing that expresses more than one idea with a logical organization.
- **DLM.LA.4.EEW.4.4\_2** - With guidance and support, produce writing that expresses more than one idea with a logical organization.
- **DLM.LA.4.EEW.4.4\_3** - With guidance and support, recognize a first-then sequence.
- **DLM.LA.4.W.4.5** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **DLM.LA.4.EEW.4.5\_4** - With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.
- **DLM.LA.4.EEW.4.5** - With materials and peer supports, plan by brainstorming and revise own writing by adding more information.
- **DLM.LA.4.EEW.4.5\_1** - With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.
- **DLM.LA.4.EEW.4.5\_2** - With guidance and support from adults and peers, brainstorm words to include in own writing.
- **DLM.LA.4.EEW.4.5\_3** - With guidance and support from peers, participate in group brainstorming of words to include in writing.
- **DLM.LA.4.W.4.6** - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- **DLM.LA.4.EEW.4.6\_4** - With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.
- **DLM.LA.4.EEW.4.6** - Use technology, including the Internet, to produce and publish writing while interacting and collaborating with others.
- **DLM.LA.4.EEW.4.6\_1** - With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.
- **DLM.LA.4.EEW.4.6\_2** - With guidance and support from adults, use technology to produce writing.
- **DLM.LA.4.EEW.4.6\_3** - With guidance and support from adults, use technology to communicate.
- **DLM.LA.4..RBP** - Research to Build and Present Knowledge
- **DLM.LA.4.W.4.7** - Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **DLM.LA.4.EEW.4.7** - Gather information about a topic from two or more sources for a group research project.
- **DLM.LA.4.EEW.4.7\_1** - Gather information about a topic from multiple sources for a group research project.
- **DLM.LA.4.EEW.4.7\_2** - Gather information about a topic from two or more sources for a group research project.

- **DLM.LA.4.EEW.4.7\_3** - With guidance and support, gather information about a topic from one source for a group research project.
- **DLM.LA.4.EEW.4.7\_4** - With guidance and support, explore one source of information for a group project.
- **DLM.LA.4.W.4.8** - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **DLM.LA.4.EEW.4.8\_4** - Recall information from personal experiences and sort into provided categories.
- **DLM.LA.4.EEW.4.8** - Recall and record information from personal experiences or gather relevant information from print and digital sources, and sort into categories.
- **DLM.LA.4.EEW.4.8\_1** - Recall information from personal experiences and sort into provided categories.
- **DLM.LA.4.EEW.4.8\_2** - With guidance and support, recall information from personal experiences and sort into provided categories.
- **DLM.LA.4.EEW.4.8\_3** - With guidance and support from an adult, select photos, symbols, or other artifacts from personal experiences and use assistive technology to type letters to go with the artifacts.
- **DLM.LA.4.W.4.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **DLM.LA.4.W.4.9.a** - Apply grade 4 Reading standards to literature (e.g., Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]).
- **DLM.LA.4.EEW.4.9** - Recall information from literary and informational text to support writing.
- **DLM.LA.4.EEW.4.9.a\_4** - Apply Essential Elements of Grade 4 Reading Standards to literature (e.g., Use details from text to describe a character in a story.).
- **DLM.LA.4.EEW.4.9.a** - Apply Essential Elements of Grade 4 Reading Standards in depth to literature (e.g., Use multiple details from text to describe a character in a story.).
- **DLM.LA.4.EEW.4.9.a\_1** - Apply Essential Elements of Grade 4 Reading Standards to literature (e.g., Use details from text to describe a character in a story.).
- **DLM.LA.4.EEW.4.9.a\_2** - With guidance and support, apply Essential Elements of Grade 4 Reading Standards to literature (e.g., Use details from text to describe a character in a story.).
- **DLM.LA.4.EEW.4.9.a\_3** - With guidance and support, participate in writing tasks that follow shared reading of literary text.
- **DLM.LA.4.W.4.9.b** - Apply grade 4 Reading standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text.).
- **DLM.LA.4.EEW.4.9.b\_4** - Apply Essential Elements of Grade 4 Reading Standards to informational text (e.g., Use details from the text to recount what the text says.).
- **DLM.LA.4.EEW.4.9.b** - Apply Essential Elements of Grade 4 Reading Standards in depth to informational text (e.g., Use multiple details from the text to recount what the text says.).
- **DLM.LA.4.EEW.4.9.b\_1** - Apply Essential Elements of Grade 4 Reading Standards to informational text (e.g., Use details from the text to recount what the text says.).
- **DLM.LA.4.EEW.4.9.b\_2** - With guidance and support, apply Essential Elements of Grade 4 Reading Standards to informational text (e.g., Use details from the text to recount what the text says.).

- **DLM.LA.4.EEW.4.9.b\_3** - With guidance and support, participates in writing tasks that follow shared reading of informational text.
- **DLM.LA.4.RW** - Range of Writing
- **DLM.LA.4.W.4.10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **DLM.LA.4.EEW.4.10\_4** - Write routinely for a variety of tasks, purposes, and audiences.
- **DLM.LA.4.EEW.4.10** - Write routinely with elaboration for a variety of tasks, purposes, and audiences.
- **DLM.LA.4.EEW.4.10\_1** - Write routinely for a variety of tasks, purposes, and audiences.
- **DLM.LA.4.EEW.4.10\_2** - With guidance and support, write routinely for a variety of tasks, purposes, and audiences.
- **DLM.LA.4.EEW.4.10\_3** - With guidance and support, communicate routinely for a variety of purposes and audiences.
- **DLM.LA.4.SL.4** - Speaking and Listening
- **DLM.LA.4.CC** - Comprehension and Collaboration
- **DLM.LA.4.SL.4.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **DLM.LA.4.SL.4.1.a** - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **DLM.LA.4.EESL.4.1.a\_4** - Participate in communicative exchanges to communicate directly with peers in multi-turn exchanges.
- **DLM.LA.4.EESL.4.1.a.a** - Contribute ideas from prior knowledge and experience during discussions about text.
- **DLM.LA.4.EESL.4.1.a** - Initiate conversations about text drawing upon prior knowledge and experience.
- **DLM.LA.4.EESL.4.1.a\_1** - Contribute ideas from prior knowledge and experience during discussions about text.
- **DLM.LA.4.EESL.4.1.a\_2** - With guidance and support, contribute an idea in discussions from prior experience.
- **DLM.LA.4.EESL.4.1.a\_3** - With guidance and support, contribute an idea in a teacher-led discussion.
- **DLM.LA.4.SL.4.1.b** - Follow agreed-upon rules for discussions and carry out assigned roles.
- **DLM.LA.4.EESL.4.1.b\_4** - Take turns in discussions with others.
- **DLM.LA.4.EESL.4.1.b** - Take turns in a range of collaborative discussions with others (e.g., one-on-one, large and small groups, and teacher-led).
- **DLM.LA.4.EESL.4.1.b\_1** - Take turns in discussions with others.
- **DLM.LA.4.EESL.4.1.b\_2** - With guidance and support, take turns in structured discussions with others.
- **DLM.LA.4.EESL.4.1.b\_3** - Participate in discussions.
- **DLM.LA.4.SL.4.1.c** - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **DLM.LA.4.EESL.4.1.c\_4** - Ask and answer questions about information presented by others.
- **DLM.LA.4.EESL.4.1.c** - Ask and answer questions about information presented by others and to clarify points in the discussion.
- **DLM.LA.4.EESL.4.1.c\_1** - Ask and answer questions about information presented by others.

- **DLM.LA.4.EESL.4.1.c\_2** - Ask and answer questions about the topic.
- **DLM.LA.4.EESL.4.1.c\_3** - With guidance and support, answer questions about the topic.
- **DLM.LA.4.SL.4.1.d** - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **DLM.LA.4.EESL.4.1.d\_4** - Identify the key ideas of the discussion.
- **DLM.LA.4.EESL.4.1.d** - Identify and respond to the key ideas of the discussion and explain own ideas.
- **DLM.LA.4.EESL.4.1.d\_1** - Identify the key ideas of the discussion.
- **DLM.LA.4.EESL.4.1.d\_2** - Identify one idea presented in the discussion.
- **DLM.LA.4.EESL.4.1.d\_3** - With guidance and support, identify the topic of the discussion.
- **DLM.LA.4.SL.4.2** - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **DLM.LA.4.EESL.4.2\_4** - Identify the main idea of a text presented through diverse media.
- **DLM.LA.4.EESL.4.2** - Identify the main idea and supporting details of a text presented through diverse media.
- **DLM.LA.4.EESL.4.2\_1** - Identify the main idea of a text presented through diverse media.
- **DLM.LA.4.EESL.4.2\_2** - Identify details from a text presented through diverse media.
- **DLM.LA.4.EESL.4.2\_3** - With guidance and support, identify the topic of a text presented through diverse media.
- **DLM.LA.4.SL.4.3** - Identify the reasons and evidence a speaker provides to support particular points.
- **DLM.LA.4.EESL.4.3\_4** - Identify a point that the speaker makes.
- **DLM.LA.4.EESL.4.3** - Identify points that the speaker makes.
- **DLM.LA.4.EESL.4.3\_1** - Identify a point that the speaker makes.
- **DLM.LA.4.EESL.4.3\_2** - With guidance and support, repeat one point a speaker makes.
- **DLM.LA.4.EESL.4.3\_3** - Recognize speaker.
- **DLM.LA.4..PKI** - Presentation of Knowledge and Ideas
  - **DLM.LA.4.SL.4.4** - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
  - **DLM.LA.4.EESL.4.4\_4** - Tell a story about a personal experience with supporting details.
  - **DLM.LA.4.EESL.4.4** - Tell a story about a personal experience with descriptive supporting details.
  - **DLM.LA.4.EESL.4.4\_1** - Tell a story about a personal experience with supporting details.
  - **DLM.LA.4.EESL.4.4\_2** - Recount a personal experience including details.
  - **DLM.LA.4.EESL.4.4\_3** - Identify a picture, object, or other artifact from a personal experience.
  - **DLM.LA.4.SL.4.5** - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
  - **DLM.LA.4.EESL.4.5\_4** - Add audio recordings or visuals to a presentation about a personally relevant topic.
  - **DLM.LA.4.EESL.4.5** - Create a simple presentation about a curriculum-based topic.
  - **DLM.LA.4.EESL.4.5\_1** - Add audio recordings or visuals to a presentation about a personally relevant topic.

- **DLM.LA.4.EESL.4.5\_2** - Select pictures, objects, or artifacts or label pictures, objects, or artifacts to contribute to a simple presentation about a personally relevant topic.
- **DLM.LA.4.EESL.4.5\_3** - Select a picture, object, or artifact from an array of options to add to a class-created presentation about a personally relevant topic.
- **DLM.LA.4.SL.4.6** - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
- **DLM.LA.4.EESL.4.6\_4** - Differentiate between communication partners and contexts that call for formal and informal communication.
- **DLM.LA.4.EESL.4.6\_1** - Use formal and informal language as appropriate.
- **DLM.LA.4.EESL.4.6\_2** - Differentiate between communication partners and contexts that call for formal and informal communication.
- **DLM.LA.4.EESL.4.6\_3** - Expand upon or clarify informal language when asked to use more formal language.
- **DLM.LA.4.EESL.4.6** - Communicate informally with others.
- **DLM.LA.4.L.4** - Language
  - **DLM.LA.4..CSE** - Conventions of Standard English
    - **DLM.LA.4.L.4.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
      - **DLM.LA.4.L.4.1.a** - Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
      - **DLM.LA.4.EEL.4.1** - Demonstrate standard English grammar and usage when communicating.
        - **DLM.LA.4.EEL.4.1.a\_4** - Use possessive pronouns.
          - **DLM.LA.4.EEL.4.1.a** - Communicate using standard English with appropriate pronouns.
          - **DLM.LA.4.EEL.4.1.a\_1** - Use possessive pronouns.
          - **DLM.LA.4.EEL.4.1.a\_2** - Locate a picture or object representation related to possessive pronouns.
          - **DLM.LA.4.EEL.4.1.a\_3** - Indicate possession.
        - **DLM.LA.4.L.4.1.b** - Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
          - **DLM.LA.4.EEL.4.1.b** - N/A
        - **DLM.LA.4.L.4.1.c** - Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
          - **DLM.LA.4.EEL.4.1.c** - N/A
        - **DLM.LA.4.L.4.1.d** - Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
          - **DLM.LA.4.EEL.4.1.d\_4** - Use comparative and superlative adjectives to describe people or objects.
            - **DLM.LA.4.EEL.4.1.d\_1** - Use comparative and superlative adjectives to compare two or more objects or people.
            - **DLM.LA.4.EEL.4.1.d\_2** - Use comparative and superlative adjectives to describe people or objects.
            - **DLM.LA.4.EEL.4.1.d** - Use adjectives to describe familiar objects.
            - **DLM.LA.4.EEL.4.1.d\_3** - Recognize objects based on simple descriptions.
        - **DLM.LA.4.L.4.1.e** - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
          - **DLM.LA.4.EEL.4.1.e\_4** - Use common prepositions (e.g., to, from, in, out, on, off, by, with).

- **DLM.LA.4.EEL.4.1.e** - Use common prepositions (e.g., to, from, in, out, on, off, by, with) in phrases and sentences.
- **DLM.LA.4.EEL.4.1.e\_1** - Use common prepositions (e.g., to, from, in, out, on, off, by, with).
- **DLM.LA.4.EEL.4.1.e\_2** - Demonstrate understanding of common prepositions.
- **DLM.LA.4.EEL.4.1.e\_3** - With guidance and support, follow simple directions that include prepositions.
- **DLM.LA.4.L.4.1.f** - Correctly use frequently confused words (e.g., to, too, two; there, their).
- **DLM.LA.4.EEL.4.1.f\_4** - Communicate using grammatically complete utterances.
- **DLM.LA.4.EEL.4.1.f** - Communicate using complete simple sentences.
- **DLM.LA.4.EEL.4.1.f\_1** - Communicate using grammatically complete utterances.
- **DLM.LA.4.EEL.4.1.f\_2** - Links two or more words together in communication.
- **DLM.LA.4.EEL.4.1.f\_3** - Communicates choices.
- **DLM.LA.4.L.4.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **DLM.LA.4.L.4.2.a** - Use correct capitalization.
- **DLM.LA.4.EEL.4.2** - Demonstrate capitalization, end punctuation, and spelling when communicating.
- **DLM.LA.4.EEL.4.2.a\_4** - Capitalize the first word in a sentence.
- **DLM.LA.4.EEL.4.2.a** - Capitalize the first word in a sentence in own writing.
- **DLM.LA.4.EEL.4.2.a\_1** - Capitalize the first word in a sentence.
- **DLM.LA.4.EEL.4.2.a\_2** - With guidance and support, indicate that the first word in a sentence must be capitalized.
- **DLM.LA.4.EEL.4.2.a\_3** - With guidance and support, indicate a letter that is capitalized.
- **DLM.LA.4.L.4.2.b** - Use commas and quotation marks to mark direct speech and quotations from a text.
- **DLM.LA.4.EEL.4.2.b** - N/A
- **DLM.LA.4.L.4.2.c** - Use a comma before a coordinating conjunction in a compound sentence.
- **DLM.LA.4.EEL.4.2.c** - N/A
- **DLM.LA.4.L.4.2.d** - Spell grade-appropriate words correctly, consulting references as needed.
- **DLM.LA.4.EEL.4.2.d\_4** - Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.
- **DLM.LA.4.EEL.4.2.d** - Spell most words correctly with full phonetic representations of misspelled words.
- **DLM.LA.4.EEL.4.2.d\_1** - Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.
- **DLM.LA.4.EEL.4.2.d\_2** - Identify the consonant to represent the initial phoneme in familiar words.
- **DLM.LA.4.EEL.4.2.d\_3** - Identify letter names.
- **DLM.LA.4..KL** - Knowledge of Language
  - **DLM.LA.4.L.4.3** - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - **DLM.LA.4.L.4.3.a** - Choose words and phrases to convey ideas precisely.
  - **DLM.LA.4.EEL.4.3** - Use language to convey meaning when writing or communicating.
  - **DLM.LA.4.EEL.4.3.a\_4** - Use language to express emotion.

- **DLM.LA.4.EEL.4.3.a** - Use the more specific word to communicate ideas or feelings.
- **DLM.LA.4.EEL.4.3.a\_1** - Use language to express emotion.
- **DLM.LA.4.EEL.4.3.a\_2** - Use words, pictures, or symbols to communicate.
- **DLM.LA.4.EEL.4.3.a\_3** - Identify words, pictures, or symbols that communicate emotions.
- **DLM.LA.4.L.4.3.b** - Choose punctuation for effect.
- **DLM.LA.4.EEL.4.3.b** - N/A
- **DLM.LA.4.L.4.3.c** - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- **DLM.LA.4.EEL.4.3.c\_3** - Communicate effectively with peers and adults.
- **DLM.LA.4.EEL.4.3.c** - Initiate effective communications with peers and adults.
- **DLM.LA.4.EEL.4.3.c\_1** - Communicate effectively with peers and adults.
- **DLM.LA.4.EEL.4.3.c\_2** - Communicate with adults.
- **DLM.LA.4.EEL.4.3.c\_4** - Use words, pictures, symbols, or sign to communicate.
- **DLM.LA.4.VAU** - Vocabulary Acquisition and Use
  - **DLM.LA.4.L.4.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
    - **DLM.LA.4.L.4.4.a** - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
    - **DLM.LA.4.EEL.4.4** - Demonstrate knowledge of new vocabulary drawn from reading and content areas.
      - **DLM.LA.4.EEL.4.4.a\_4** - Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult.
      - **DLM.LA.4.EEL.4.4.a** - Use context as a clue to provide a word that completes a sentence read aloud by an adult.
      - **DLM.LA.4.EEL.4.4.a\_1** - Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult.
      - **DLM.LA.4.EEL.4.4.a\_2** - Use context as a clue to guide selection of a word that completes a familiar sentence read aloud by an adult.
      - **DLM.LA.4.EEL.4.4.a\_3** - Make choices among familiar words to complete familiar sentences.
    - **DLM.LA.4.L.4.4.b** - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
    - **DLM.LA.4.EEL.4.4.b\_4** - Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks).
    - **DLM.LA.4.EEL.4.4.b** - Use the correct version of words, adding the ending as appropriate.
    - **DLM.LA.4.EEL.4.4.b\_1** - Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks).
    - **DLM.LA.4.EEL.4.4.b\_2** - Demonstrate an understanding of the plural form of common nouns.
    - **DLM.LA.4.EEL.4.4.b\_3** - Demonstrate an understanding of common nouns.

- **DLM.LA.4.L.4.4.c** - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **DLM.LA.4.EEL.4.4.c** - N/A
- **DLM.LA.4.L.4.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **DLM.LA.4.L.4.5.a** - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- **DLM.LA.4.EEL.4.5** - Demonstrate understanding of word relationships.
- **DLM.LA.4.EEL.4.5.a** - N/A
- **DLM.LA.4.L.4.5.b** - Recognize and explain the meaning of common idioms, adages, and proverbs.
- **DLM.LA.4.EEL.4.5.b\_3** - Use common idioms (e.g., no way, not a chance, you bet).
- **DLM.LA.4.EEL.4.5.b.EEL.4.5.b** - Explain the meaning of common idioms and use them appropriately.
- **DLM.LA.4.EEL.4.5.b** - Use common idioms (e.g., no way, not a chance, you bet).
- **DLM.LA.4.EEL.4.5.b\_1** - Use common phrases.
- **DLM.LA.4.EEL.4.5.b\_2** - Understand common phrases.
- **DLM.LA.4.L.4.5.c** - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- **DLM.LA.4.EEL.4.5.c\_4** - Demonstrate understanding of opposites.
- **DLM.LA.4.EEL.4.5.c** - Say words that are opposites.
- **DLM.LA.4.EEL.4.5.c\_1** - Demonstrate understanding of opposites.
- **DLM.LA.4.EEL.4.5.c\_2** - With guidance and support, demonstrate understanding of opposites.
- **DLM.LA.4.EEL.4.5.c\_3** - With guidance and support, identify an opposite.
- **DLM.LA.4.L.4.6** - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
- **DLM.LA.4.EEL.4.6\_4** - Use domain-specific words.
- **DLM.LA.4.EEL.4.6** - Use domain-specific words and phrases.
- **DLM.LA.4.EEL.4.6\_1** - Use domain-specific words.
- **DLM.LA.4.EEL.4.6\_2** - Match domain-specific words.
- **DLM.LA.4.EEL.4.6\_3** - Select a domain-specific word.
- **DLM.LA.5.RL.5** - Reading Literature
  - **DLM.LA.5..KID** - Key Ideas and Details
    - **DLM.LA.5.RL.5.1** - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
    - **DLM.LA.5.EERL.5.1\_4** - Identify words in the text to answer a question about explicit information.
    - **DLM.LA.5.EERL.5.1** - Select words from the text to support an inference.
    - **DLM.LA.5.EERL.5.1\_1** - Identify words in the text to answer a question about explicit information.

- **DLM.LA.5.EERL.5.1\_2** - With guidance and support, identify words in the text to answer a question about explicit information.
- **DLM.LA.5.EERL.5.1\_3** - With guidance and support, answer explicit questions about a familiar text.
- **DLM.LA.5.RL.5.2** - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **DLM.LA.5.EERL.5.2\_3** - Identify the central idea or theme of a familiar story, drama or poem.
- **DLM.LA.5.EERL.5.2** - Identify the central idea or theme of a story, drama, or poem.
- **DLM.LA.5.EERL.5.2\_1** - Identify the central idea or theme based of a familiar story, drama, or poem.
- **DLM.LA.5.EERL.5.2\_2** - With guidance and support, identify details from a familiar story.
- **DLM.LA.5.RL.5.3** - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- **DLM.LA.5.EERL.5.3\_4** - Compare and contrast two characters in a familiar story.
- **DLM.LA.5.EERL.5.3** - Compare and contrast two characters in a story.
- **DLM.LA.5.EERL.5.3\_1** - Compare and contrast two characters in a familiar story.
- **DLM.LA.5.EERL.5.3\_2** - Compare two characters in a familiar story.
- **DLM.LA.5.EERL.5.3\_3** - Identify words that describe a main character from a familiar story.
- **DLM.LA.5..CS\_1** - Craft and Structure
- **DLM.LA.5.RL.5.4** - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **DLM.LA.5.EERL.5.4\_3** - After listening to or reading a familiar text, determine the meanings of words and phrases.
- **DLM.LA.5.EERL.5.4** - After listening to or reading a familiar text, determine the meanings of words and phrases.
- **DLM.LA.5.EERL.5.4\_1** - After listening to or reading a familiar text, identify the meanings of words and phrases.
- **DLM.LA.5.EERL.5.4\_2** - With prompts and support, identify the meaning of words in a familiar text.
- **DLM.LA.5.RL.5.5** - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **DLM.LA.5.EERL.5.5\_4** - Identify the beginning, middle, and end of a poem, drama, or story with a clear sequential structure.
- **DLM.LA.5.EERL.5.5** - Identify the beginning, middle, and end of a poem, drama, or story.
- **DLM.LA.5.EERL.5.5\_1** - Identify the beginning, middle, and end of a poem, drama, or story with a clear sequential structure.
- **DLM.LA.5.EERL.5.5\_2** - Given three parts from a familiar poem, drama, or story, arrange the parts into the correct sequence.
- **DLM.LA.5.EERL.5.5\_3** - Identify the beginning of a familiar story.
- **DLM.LA.5.RL.5.6** - Describe how a narrator's or speaker's point of view influences how events are described.
- **DLM.LA.5.EERL.5.6\_4** - Determine the point of view of the narrator.
- **DLM.LA.5.EERL.5.6** - Describe the difference between the point of view of the narrator and another character in the story.
- **DLM.LA.5.EERL.5.6\_1** - Determine the point of view of the narrator.

- **DLM.LA.5.EERL.5.6\_2** - Identify the narrator in a story with a character as the narrator. Ex. Answers the question, Who is telling the story?
- **DLM.LA.5.EERL.5.6\_3** - Identify the speakers in a dialogue.
- **DLM.LA.5..IKI** - Integration of Knowledge and Ideas
- **DLM.LA.5.RL.5.7** - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- **DLM.LA.5.EERL.5.7\_4** - Identify illustrations and multimedia elements that add to understanding of a text.
- **DLM.LA.5.EERL.5.7** - Provide an example of how an illustration enhances understanding of the text.
- **DLM.LA.5.EERL.5.7\_1** - Identify illustrations and multimedia elements that add to understanding of a text.
- **DLM.LA.5.EERL.5.7\_2** - Identify illustrations and multimedia elements that show what is happening in the text.
- **DLM.LA.5.EERL.5.7\_3** - Identify the target item in an illustration or other multimedia element.
- **DLM.LA.5.RL.5.8** - (Not applicable to literature)
- **DLM.LA.5.EERL.5.8** - N/A
- **DLM.LA.5.RL.5.9** - Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- **DLM.LA.5.EERL.5.9\_4** - Compare two stories with similar topics.
- **DLM.LA.5.EERL.5.9** - Compare and contrast two stories with similar elements.
- **DLM.LA.5.EERL.5.9\_1** - Compare two stories with similar topics.
- **DLM.LA.5.EERL.5.9\_2** - Given a story, locate another story with the similar topic.
- **DLM.LA.5.EERL.5.9\_3** - Identify the topic of a familiar book.
- **DLM.LA.5..RRL** - Range of Reading and Level of Text Complexity
- **DLM.LA.5.RL.5.10** - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **DLM.LA.5.EERL.5.10** - \*\*This Literature Essential Element references all elements above.
- **DLM.LA.5.RI.5** - Reading Informational Text
- **DLM.LA.5..KID\_1** - Key Ideas and Details
- **DLM.LA.5.RI.5.1** - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **DLM.LA.5.EERI.5.1\_4** - Select words or phrases from the text to support inferences.
- **DLM.LA.5.EERI.5.1** - Explain what the text says to support inferences.
- **DLM.LA.5.EERI.5.1\_1** - Select words or phrases from the text to support inferences.
- **DLM.LA.5.EERI.5.1\_2** - Identify details from the text to support inferences.
- **DLM.LA.5.EERI.5.1\_3** - Identify what will happen next.
- **DLM.LA.5.RI.5.2** - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **DLM.LA.5.EERI.5.2\_4** - When given text, identify the main ideas that are supported by the key details.
- **DLM.LA.5.EERI.5.2** - When given a text, generate the main ideas based on details of the text.
- **DLM.LA.5.EERI.5.2\_1** - When given text, identify the main ideas that are supported by the key details.

- **DLM.LA.5.EERI.5.2\_2** - When given simple text and two details, identify one main idea.
- **DLM.LA.5.EERI.5.2\_3** - With guidance and support, identify details from a familiar story.
- **DLM.LA.5.RI.5.3** - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **DLM.LA.5.EERI.5.3\_4** - Make connections between two individuals or events/actions in a text.
- **DLM.LA.5.EERI.5.3** - Make connections between two individuals, events, ideas, or concepts.
- **DLM.LA.5.EERI.5.3\_1** - Make connections between two individuals or events/actions in a text.
- **DLM.LA.5.EERI.5.3\_2** - Connect text to different pictures about a single event.
- **DLM.LA.5.EERI.5.3\_3** - Match two pictures showing the same event.
- **DLM.LA.5..CS** - Craft and Structure
  - **DLM.LA.5.RI.5.4** - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
  - **DLM.LA.5.EERI.5.4\_4** - After listening to or reading a text, determine the meanings of domain-specific words and phrases.
  - **DLM.LA.5.EERI.5.4** - Use the domain-specific word within context.
  - **DLM.LA.5.EERI.5.4\_1** - After listening to or reading a text, determine the meanings of domain-specific words and phrases.
  - **DLM.LA.5.EERI.5.4\_2** - Match a word with a picture or object.
  - **DLM.LA.5.EERI.5.4\_3** - With guidance and support, recognize pictures and related words in a text.
  - **DLM.LA.5.RI.5.5** - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
  - **DLM.LA.5.EERI.5.5\_3** - Identify the beginning, middle, and end of a text with a clear sequential structure.
  - **DLM.LA.5.EERI.5.5** - Identify the beginning, middle, and end of a text with a clear sequential structure.
  - **DLM.LA.5.EERI.5.5\_1** - Given three parts from a text, arrange the parts into the correct sequence.
  - **DLM.LA.5.EERI.5.5\_2** - Identify the beginning of a familiar text.
  - **DLM.LA.5.RI.5.6** - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
  - **DLM.LA.5.EERI.5.6\_4** - Given two pieces of information on the same event or topic, note what is the same.
  - **DLM.LA.5.EERI.5.6** - Given two pieces of information with similar topics, compare and contrast them.
  - **DLM.LA.5.EERI.5.6\_1** - Given two pieces of information on the same topic, note what is the same.
  - **DLM.LA.5.EERI.5.6\_2** - Recognize similar aspects in two pieces of information.
  - **DLM.LA.5.EERI.5.6\_3** - Identify same when shown words or pictures about a topic or event.
- **DLM.LA.5..IKI\_1** - Integration of Knowledge and Ideas
  - **DLM.LA.5.RI.5.7** - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
  - **DLM.LA.5.EERI.5.7\_4** - Use print or digital sources for information to answer a question.
  - **DLM.LA.5.EERI.5.7** - Use print or digital sources to gather information.
  - **DLM.LA.5.EERI.5.7\_1** - Use print or digital sources for information to answer a question.

- **DLM.LA.5.EERI.5.7\_2** - Use words or pictures to answer questions.
- **DLM.LA.5.EERI.5.7\_3** - Uses a word or picture to answer a question.
- **DLM.LA.5.RI.5.8** - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- **DLM.LA.5.EERI.5.8\_4** - Identify the evidence or reasons the author uses to support points in text.
- **DLM.LA.5.EERI.5.8\_1** - Identify more than one piece of evidence that supports the author's points in the text.
- **DLM.LA.5.EERI.5.8\_2** - Identify the evidence the author uses.
- **DLM.LA.5.EERI.5.8** - Identify an author's main points.
- **DLM.LA.5.EERI.5.8\_3** - With prompts and supports, identify a book about a specific topic.
- **DLM.LA.5.RI.5.9** - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **DLM.LA.5.EERI.5.9\_4** - Collect information from two or more texts on the same topic to share information about a subject.
- **DLM.LA.5.EERI.5.9** - Collect information from two or more texts on the same topic to share information about a subject.
- **DLM.LA.5.EERI.5.9\_1** - Collect information from two or more texts on the same topic to share information about a subject.
- **DLM.LA.5.EERI.5.9\_2** - Collect information from one text to share information about a subject.
- **DLM.LA.5.EERI.5.9\_3** - With guidance and support, indicate where information is found in a text.
- **DLM.LA.5..RRL\_1** - Range of Reading and Level of Text Complexity
- **DLM.LA.5.RI.5.10** - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **DLM.LA.5.EERI.5.10** - \*\*This Informational Text Essential Element references all elements above.
- **DLM.LA.5.RF.5** - Foundational Skills
- **DLM.LA.5..PC** - Print Concepts
- **DLM.LA.5..TCI** - This concept is addressed in Kindergarten and Grade 1 only.
- **DLM.LA.5..PA** - Phonological Awareness
- **DLM.LA.5..TCI\_1** - This concept is addressed in Kindergarten and Grade 1 only.
- **DLM.LA.5..PWR** - Phonics and Word Recognition
- **DLM.LA.5.RF.5.3** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **DLM.LA.5.RF.5.3.a** - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **DLM.LA.5.EERF.5.3** - Know and apply phonics and word analysis skills in decoding words.
- **DLM.LA.5.EERF.5.3.a\_4** - Decode two-syllable words.
- **DLM.LA.5.EERF.5.3.a\_1** - Decode up to multiple-syllable words.
- **DLM.LA.5.EERF.5.3.a** - Decode two-syllable words.
- **DLM.LA.5.EERF.5.3.a\_2** - Identify the beginning and ending consonant sounds of familiar words.
- **DLM.LA.5.EERF.5.3.a\_3** - Identify initial letter in own name.

- **DLM.LA.5.EERF.5.3.b\_4** - Read more than 20 common high-frequency words.
- **DLM.LA.5.EERF.5.3.b** - Read more than 100 words.
- **DLM.LA.5.EERF.5.3.b\_1** - Read more than 20 common high-frequency words.
- **DLM.LA.5.EERF.5.3.b\_2** - Read up to 20 common high-frequency words.
- **DLM.LA.5.EERF.5.3.b\_3** - Identify words associated with familiar pictures and symbols used to support routines, schedules, and communication.
- **DLM.LA.5..FL** - Fluency
  - **DLM.LA.5.RF.5.4** - Read with sufficient accuracy and fluency to support comprehension.
  - **DLM.LA.5.RF.5.4.a** - Read on-level text with purpose and understanding.
  - **DLM.LA.5.RF.5.4.b** - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - **DLM.LA.5.RF.5.4.c** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
  - **DLM.LA.5.EERF.5.4\_4** - Read text comprised of familiar words with accuracy and understanding.
  - **DLM.LA.5.EERF.5.4** - Read paragraphs and lengthier text with accuracy and understanding.
  - **DLM.LA.5.EERF.5.4\_1** - Read text comprised of familiar words with accuracy and understanding.
  - **DLM.LA.5.EERF.5.4\_2** - Read single words with understanding.
  - **DLM.LA.5.EERF.5.4\_3** - Attend to reading.
- **DLM.LA.5.W.5** - Writing
  - **DLM.LA.5..TTP** - Text Types and Purposes
    - **DLM.LA.5.W.5.1** - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
    - **DLM.LA.5.W.5.1.a** - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
    - **DLM.LA.5.EEW.5.1** - Write an opinion about a topic or text and reasons to support the opinion.
    - **DLM.LA.5.EEW.5.1.a\_4** - Introduce a topic or text and state an opinion about it.
    - **DLM.LA.5.EEW.5.1.a** - Independently introduce a topic or text and state an opinion about it.
    - **DLM.LA.5.EEW.5.1.a\_1** - Introduce a topic or text and state an opinion about it.
    - **DLM.LA.5.EEW.5.1.a\_2** - With guidance and support, introduce a topic or text and state an opinion about it.
    - **DLM.LA.5.EEW.5.1.a\_3** - With guidance and support, identify an opinion about a text or topic.
    - **DLM.LA.5.W.5.1.b** - Provide logically ordered reasons that are supported by facts and details.
    - **DLM.LA.5.EEW.5.1.b\_4** - Provide reasons to support the opinion.
    - **DLM.LA.5.EEW.5.1.b** - Logically order reasons to support the opinion.
    - **DLM.LA.5.EEW.5.1.b\_1** - Provide reasons to support the opinion.
    - **DLM.LA.5.EEW.5.1.b\_2** - With guidance and support, provide reasons to support the opinion.
    - **DLM.LA.5.EEW.5.1.b\_3** - With guidance and support, select from an array of reasons to support an opinion.
    - **DLM.LA.5.W.5.1.c** - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
    - **DLM.LA.5.EEW.5.1.c** - N/A
    - **DLM.LA.5.W.5.1.d** - Provide a concluding statement or section related to the opinion presented.

- **DLM.LA.5.EEW.5.1.d** - N/A
- **DLM.LA.5.W.5.2** - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **DLM.LA.5.W.5.2.a** - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- **DLM.LA.5.EEW.5.2** - Write to convey ideas and information clearly.
- **DLM.LA.5.EEW.5.2.a\_4** - Introduce a topic and organize illustrations or other multimedia related to it.
- **DLM.LA.5.EEW.5.2.a** - Independently introduce a topic and organize illustrations or other multimedia related to it.
- **DLM.LA.5.EEW.5.2.a\_1** - Introduce a topic and organize illustrations or other multimedia related to it.
- **DLM.LA.5.EEW.5.2.a\_2** - Introduce a topic and select illustrations or other multimedia related to it.
- **DLM.LA.5.EEW.5.2.a\_3** - With guidance and support, select illustrations or other multimedia related to a familiar topic.
- **DLM.LA.5.W.5.2.b** - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **DLM.LA.5.EEW.5.2.b\_4** - Provide facts, details, or other information related to the topic.
- **DLM.LA.5.EEW.5.2.b** - Logically order details to support the topic.
- **DLM.LA.5.EEW.5.2.b\_1** - Provide facts, details, or other information related to the topic.
- **DLM.LA.5.EEW.5.2.b\_2** - Select facts, details, or other information related to the topic.
- **DLM.LA.5.EEW.5.2.b\_3** - With guidance and support, identify objects, artifacts, or other information related to the topic.
- **DLM.LA.5.W.5.2.c** - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- **DLM.LA.5.EEW.5.2.c** - N/A
- **DLM.LA.5.W.5.2.d** - Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **DLM.LA.5.EEW.5.2.d** - N/A
- **DLM.LA.5.W.5.2.e** - Provide a concluding statement or section related to the information or explanation presented.
- **DLM.LA.5.EEW.5.2.e** - N/A
- **DLM.LA.5.W.5.3** - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **DLM.LA.5.W.5.3.a** - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **DLM.LA.5.W.5.3.b** - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- **DLM.LA.5.EEW.5.3** - Select an event or personal experience and write about it.
- **DLM.LA.5.EEW.5.3.a-b** - Introduce the experience or situation in one sentence and then follow with sentences that include three or more events in sequence.
- **DLM.LA.5.EEW.5.3.a-b\_1** - Introduce the experience or situation, and follow with three or more events in sequence.

- **DLM.LA.5.EEW.5.3.a-b\_2** - Write about an event or personal experience including two events in sequence.
- **DLM.LA.5.EEW.5.3.a-b\_3** - Participate in a shared writing about a personal experience.
- **DLM.LA.5.W.5.3.c** - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- **DLM.LA.5.EEW.5.3.c** - N/A
- **DLM.LA.5.W.5.3.d** - Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **DLM.LA.5.EEW.5.3.d** - N/A
- **DLM.LA.5.W.5.3.e** - Provide a conclusion that follows from the narrated experiences or events.
- **DLM.LA.5.a-b** - Introduce the experience or situation, and follow with three or more events in sequence.
- **DLM.LA.5.EEW.5.3.e** - N/A
- **DLM.LA.5..PDW** - Production and Distribution of Writing
- **DLM.LA.5.W.5.4** - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **DLM.LA.5.EEW.5.4\_4** - Produce writing that is appropriate to task, purpose, and audience.
- **DLM.LA.5.EEW.5.4** - Produce writing that is appropriate to a wide variety of tasks, purposes, and audiences.
- **DLM.LA.5.EEW.5.4\_1** - Produce writing that is appropriate to task, purpose, and audience.
- **DLM.LA.5.EEW.5.4\_2** - With guidance and support, produce writing that is appropriate to task, purpose, and audience.
- **DLM.LA.5.EEW.5.4\_3** - With guidance and support, produce group writing that is appropriate to task, purpose, and audience.
- **DLM.LA.5.W.5.5** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **DLM.LA.5.EEW.5.5\_4** - With guidance and support from peers and adults, plan by brainstorming and revise own writing by adding more information.
- **DLM.LA.5.EEW.5.5** - With guidance and support from peers and adults, write and revise using the editing process.
- **DLM.LA.5.EEW.5.5\_1** - With guidance and support from peers and adults, plan by brainstorming and revise own writing by adding more information.
- **DLM.LA.5.EEW.5.5\_2** - With guidance and support from adults and peers, add more information to own writing.
- **DLM.LA.5.EEW.5.5\_3** - With guidance and support from peers and adults, write.
- **DLM.LA.5.W.5.6** - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- **DLM.LA.5.EEW.5.6\_4** - With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.
- **DLM.LA.5.EEW.5.6** - With minimal guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.
- **DLM.LA.5.EEW.5.6\_1** - With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.

- **DLM.LA.5.EEW.5.6\_2** - With guidance and support from adults, use technology to produce writing.
- **DLM.LA.5.EEW.5.6\_3** - With guidance and support from adults, use technology to communicate.
- **DLM.LA.5..RBP** - Research to Build and Present Knowledge
- **DLM.LA.5.W.5.7** - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **DLM.LA.5.EEW.5.7\_4** - Conduct short research projects using two or more sources.
- **DLM.LA.5.EEW.5.7** - Conduct short research projects using multiple sources.
- **DLM.LA.5.EEW.5.7\_1** - Conduct short research projects using two or more sources.
- **DLM.LA.5.EEW.5.7\_2** - With guidance and support, gather information about a topic.
- **DLM.LA.5.EEW.5.7\_3** - Participate with a group in using multiple sources to conduct a short research project.
- **DLM.LA.5.W.5.8** - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **DLM.LA.5.EEW.5.8\_4** - Recall information from personal experiences or gather relevant information from print and digital sources to include in writing.
- **DLM.LA.5.EEW.5.8** - Recall information from personal experiences and gather relevant information from print and digital sources to include in writing.
- **DLM.LA.5.EEW.5.8\_1** - Recall information from personal experiences or gather relevant information from print and digital sources to include in writing.
- **DLM.LA.5.EEW.5.8\_2** - Recall information from personal experiences to include in writing.
- **DLM.LA.5.EEW.5.8\_3** - Recall personal experiences.
- **DLM.LA.5.W.5.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **DLM.LA.5.W.5.9.a** - Apply grade 5 Reading standards to literature (e.g., Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact] ).
- **DLM.LA.5.EEW.5.9** - Use information from literary and informational text to support writing.
- **DLM.LA.5.EEW.5.9.a\_3** - Apply Essential Elements of Grade 5 Reading Standards to literature (e.g., Compare and contrast two characters in the story. ).
- **DLM.LA.5.EEW.5.9.a** - Apply Essential Elements of Grade 5 Reading Standards to literature (e.g., Compare and contrast two characters in the story. ).
- **DLM.LA.5.EEW.5.9.a\_1** - With guidance and support, apply Essential Elements of Grade 5 Reading Standards to literature (e.g., Compare and contrast two characters in the story. ).
- **DLM.LA.5.EEW.5.9.a\_2** - With guidance and support, participate in writing tasks that follow shared reading of poetry, prose, and other forms of literature.
- **DLM.LA.5.W.5.9.b** - Apply grade 5 Reading standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s] ).
- **DLM.LA.5.EEW.5.9.b\_3** - Apply Essential Elements of Grade 5 Reading Standards to informational text (e.g., Identify evidence the author uses. ).

- **DLM.LA.5.EEW.5.9.b** - Apply Essential Elements of Grade 5 Reading Standards to informational text (e.g., Identify evidence the author uses. ).
- **DLM.LA.5.EEW.5.9.b\_1** - With guidance and support, apply Essential Elements of Grade 5 Reading Standards to informational text (e.g., Identify evidence the author uses. ).
- **DLM.LA.5.EEW.5.9.b\_2** - With guidance and support, participate in writing tasks that follow shared reading of informational texts.
- **DLM.LA.5..RW** - Range of Writing
  - **DLM.LA.5.W.5.10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
  - **DLM.LA.5.EEW.5.10\_3** - Write routinely for a variety of tasks, purposes, and audiences.
  - **DLM.LA.5.EEW.5.10** - Write routinely for a variety of tasks, purposes, and audiences.
  - **DLM.LA.5.EEW.5.10\_1** - With guidance and support, write routinely for a variety of tasks, purposes, and audiences.
  - **DLM.LA.5.EEW.5.10\_2** - With guidance and support, communicate routinely during shared writing for a variety of purposes and audiences.
- **DLM.LA.5.SL.5** - Speaking and Listening
  - **DLM.LA.5..CC** - Comprehension and Collaboration
    - **DLM.LA.5.SL.5.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
    - **DLM.LA.5.SL.5.1.a** - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
    - **DLM.LA.5.EESL.5.1** - Participate in collaborative discussions.
    - **DLM.LA.5.EESL.5.1.a\_4** - Prepare for discussions.
    - **DLM.LA.5.EESL.5.1.a** - Prepare for discussions by completing assignments related to the discussion.
    - **DLM.LA.5.EESL.5.1.a\_1** - Prepare for discussions.
    - **DLM.LA.5.EESL.5.1.a\_2** - With support, prepare for discussions.
    - **DLM.LA.5.EESL.5.1.a\_3** - With prompts and support, prepare a comment on the topic prior to the discussion.
    - **DLM.LA.5.SL.5.1.b** - Follow agreed-upon rules for discussions and carry out assigned roles.
    - **DLM.LA.5.EESL.5.1.b\_4** - Engage in discussions to share information on the topic.
    - **DLM.LA.5.EESL.5.1.b** - Engage in discussions sharing information on the topic across repeated turns.
    - **DLM.LA.5.EESL.5.1.b\_1** - Engage in discussions to share information on the topic.
    - **DLM.LA.5.EESL.5.1.b\_2** - When guidance and support, add information to the discussion on the topic.
    - **DLM.LA.5.EESL.5.1.b\_3** - When prompted, add prepared comment to the discussion.
    - **DLM.LA.5.SL.5.1.c** - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
    - **DLM.LA.5.EESL.5.1.c\_4** - Communicate directly with peers in multiturn exchanges.
    - **DLM.LA.5.EESL.5.1.c** - Initiate multi-turn exchanges with peers.
    - **DLM.LA.5.EESL.5.1.c\_1** - Communicate directly with peers in multi-turn exchanges.

- **DLM.LA.5.EESL.5.1.c\_2** - Communicate directly with peers.
- **DLM.LA.5.EESL.5.1.c\_3** - Participate in discussions with peers.
- **DLM.LA.5.SL.5.1.d** - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- **DLM.LA.5.EESL.5.1.d\_4** - Ask and answer questions of adult or peer communication partners to identify key issues of the discussion.
- **DLM.LA.5.EESL.5.1.d** - Ask and answer questions of adult or peer communication partners to clarify and elaborate key issues.
- **DLM.LA.5.EESL.5.1.d\_1** - Ask and answer questions of adult or peer communication partners to identify key issues of the discussion.
- **DLM.LA.5.EESL.5.1.d\_2** - Answer questions from adult or peer communication partners related to key issues of the discussion.
- **DLM.LA.5.EESL.5.1.d\_3** - Answer simple questions (i.e., who and what) related to the topic of the discussion.
- **DLM.LA.5.SL.5.2** - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **DLM.LA.5.EESL.5.2\_4** - Identify the main idea and supporting details of a text presented through diverse media.
- **DLM.LA.5.EESL.5.2** - Paraphrase the main idea and supporting details of a text presented through diverse media.
- **DLM.LA.5.EESL.5.2\_1** - Identify the main idea and supporting details of a text presented through diverse media.
- **DLM.LA.5.EESL.5.2\_2** - Identify the main idea of a text presented through diverse media.
- **DLM.LA.5.EESL.5.2\_3** - With support, identify details from a text presented through diverse media.
- **DLM.LA.5.SL.5.3** - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- **DLM.LA.5.EESL.5.3\_4** - Identify the main point a speaker makes.
- **DLM.LA.5.EESL.5.3\_1** - Paraphrase the main point and supporting points a speaker makes.
- **DLM.LA.5.EESL.5.3\_2** - Identify the main point a speaker makes.
- **DLM.LA.5.EESL.5.3\_3** - Identify a point that the speaker makes.
- **DLM.LA.5.EESL.5.3** - Recognize speaker.
- **DLM.LA.5.PKI** - Presentation of Knowledge and Ideas
- **DLM.LA.5.SL.5.4** - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **DLM.LA.5.EESL.5.4\_4** - Create a simple report or presentation about a curriculum-based topic.
- **DLM.LA.5.EESL.5.4** - Create a report or presentation about a curriculum-based topic including a statement of own opinion about the topic.
- **DLM.LA.5.EESL.5.4\_1** - Create a simple report or presentation about a curriculum-based topic.
- **DLM.LA.5.EESL.5.4\_2** - Create a simple presentation about a personally relevant topic.
- **DLM.LA.5.EESL.5.4\_3** - Select a picture, object, or artifact from an array of options to add to a group-created presentation about a curriculum-based topic.

- **DLM.LA.5.SL.5.5** - Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- **DLM.LA.5.EESL.5.5\_3** - Select or create an audio recording, images, photographs, or other visuals/tactual displays to enhance a report or presentation.
- **DLM.LA.5.EESL.5.5** - Select or create an audio recording, images, photographs, or other visuals/tactual displays to enhance a report or presentation.
- **DLM.LA.5.EESL.5.5\_1** - Select an audio recording, images, photographs, or other visuals/tactual displays to enhance a report or presentation.
- **DLM.LA.5.EESL.5.5\_2** - Match audio recordings, images, photographs, or other visuals/tactual displays to portions of a group-constructed report or presentation.
- **DLM.LA.5.SL.5.6** - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- **DLM.LA.5.EESL.5.6\_4** - Use formal and informal language.
- **DLM.LA.5.EESL.5.6** - Use formal and informal language as appropriate.
- **DLM.LA.5.EESL.5.6\_1** - Use formal and informal language.
- **DLM.LA.5.EESL.5.6\_2** - Differentiate between communication partners and contexts that call for formal and informal communication.
- **DLM.LA.5.EESL.5.6\_3** - Communicate informally with others.
- **DLM.LA.5.L.5** - Language
  - **DLM.LA.5..CSE** - Conventions of Standard English
  - **DLM.LA.5.L.5.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - **DLM.LA.5.L.5.1.a** - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
    - **DLM.LA.5.EEL.5.1** - Demonstrate standard English grammar and usage when communicating.
      - **DLM.LA.5.EEL.5.1.a\_4** - Use singular and plural nouns with matching verbs (e.g., Sam eats, dogs eat).
      - **DLM.LA.5.EEL.5.1.a** - Generate sentences that use singular and plural nouns with matching verbs.
      - **DLM.LA.5.EEL.5.1.a\_1** - Use singular and plural nouns with matching verbs (e.g., Sam eats, dogs eat).
      - **DLM.LA.5.EEL.5.1.a\_2** - Combine nouns and verbs in communication.
      - **DLM.LA.5.EEL.5.1.a\_3** - Demonstrate an understanding of common verbs.
    - **DLM.LA.5.L.5.1.b** - Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
      - **DLM.LA.5.EEL.5.1.b** - N/A
    - **DLM.LA.5.L.5.1.c** - Use verb tense to convey various times, sequences, states, and conditions.
      - **DLM.LA.5.EEL.5.1.c** - N/A
    - **DLM.LA.5.L.5.1.d** - Recognize and correct inappropriate shifts in verb tense.
      - **DLM.LA.5.EEL.5.1.d** - (See EEL.5.1.a.)
    - **DLM.LA.5.L.5.1.e** - Use correlative conjunctions (e.g., either/or, neither/nor).
    - **DLM.LA.5.EEL.5.1.e\_4** - Use frequently occurring conjunctions: and, but, or, for, because.

- **DLM.LA.5.EEL.5.1.e** - Generate a sentence that correctly includes frequently occurring conjunctions: and, but, or, for, because.
- **DLM.LA.5.EEL.5.1.e\_1** - Use frequently occurring conjunctions: and, but, or, for, because.
- **DLM.LA.5.EEL.5.1.e\_2** - With guidance and support, use and to combine words.
- **DLM.LA.5.EEL.5.1.e\_3** - Participate in lessons focused on using and to expand sentences.
- **DLM.LA.5.L.5.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **DLM.LA.5.L.5.2.a** - Use punctuation to separate items in a series.
- **DLM.LA.5.EEL.5.2** - Use conventions of standard English.
- **DLM.LA.5.EEL.5.2.a\_4** - Capitalize names and the first word in a sentence.
- **DLM.LA.5.EEL.5.2.a** - Capitalize names and the first word in a sentence in own writing.
- **DLM.LA.5.EEL.5.2.a\_1** - Capitalize names and the first word in a sentence.
- **DLM.LA.5.EEL.5.2.a\_2** - With guidance and support, indicate that the first word in a sentence must be capitalized.
- **DLM.LA.5.EEL.5.2.a\_3** - Attend to own name in text.
- **DLM.LA.5.L.5.2.b** - Use a comma to separate an introductory element from the rest of the sentence.
- **DLM.LA.5.EEL.5.2.b\_4** - Use a period to mark the end of a sentence.
- **DLM.LA.5.EEL.5.2.b** - Use a period to mark the end of a sentence in own writing.
- **DLM.LA.5.EEL.5.2.b\_1** - Use a period to mark the end of a sentence.
- **DLM.LA.5.EEL.5.2.b\_2** - Indicate the need to mark the end of a sentence with a period in shared writing.
- **DLM.LA.5.EEL.5.2.b\_3** - Indicate a mark that is used at the end of a sentence.
- **DLM.LA.5.L.5.2.c** - Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- **DLM.LA.5.EEL.5.2.c** - N/A
- **DLM.LA.5.L.5.2.d** - Use underlining, quotation marks, or italics to indicate titles of works.
- **DLM.LA.5.EEL.5.2.d** - N/A
- **DLM.LA.5.L.5.2.e** - Spell grade-appropriate words correctly, consulting references as needed.
- **DLM.LA.5.EEL.5.2.e\_4** - Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns.
- **DLM.LA.5.EEL.5.2.e** - Spell most words correctly with full phonetic representations of misspelled words.
- **DLM.LA.5.EEL.5.2.e\_1** - Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.
- **DLM.LA.5.EEL.5.2.e\_2** - Identify the consonant to represent the final phoneme in familiar words.
- **DLM.LA.5.EEL.5.2.e\_3** - Participate in spelling and alphabet activities.
- **DLM.LA.5.KL** - Knowledge of Language
  - **DLM.LA.5.L.5.3** - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - **DLM.LA.5.L.5.3.a** - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
  - **DLM.LA.5.EEL.5.3** - Use language to achieve desired meaning when communicating.

- **DLM.LA.5.EEL.5.3.a** - Listen and communicate to obtain information to perform a task.
- **DLM.LA.5.EEL.5.3.a\_1** - Use language to achieve desired meaning in communicating.
- **DLM.LA.5.EEL.5.3.a\_2** - Communicate to achieve three or more communicative functions (e.g., request, comment, share information).
- **DLM.LA.5.EEL.5.3.a\_3** - Express at least two communicative functions that may or may not be in a conventional fashion.
- **DLM.LA.5.L.5.3.b** - Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- **DLM.LA.5.EEL.5.3.b** - N/A
- **DLM.LA.5.VAU** - Vocabulary Acquisition and Use
- **DLM.LA.5.L.5.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- **DLM.LA.5.L.5.4.a** - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- **DLM.LA.5.EEL.5.4** - Determine or clarify the meaning of vocabulary drawn from reading and content areas.
- **DLM.LA.5.EEL.5.4.a\_3** - Use context as a clue to determine the meaning of words.
- **DLM.LA.5.EEL.5.4.a** - Use context as a clue to determine the meaning of words.
- **DLM.LA.5.EEL.5.4.a\_1** - Recognize the meaning of words.
- **DLM.LA.5.EEL.5.4.a\_2** - Respond to the meaning of a word in context.
- **DLM.LA.5.L.5.4.b** - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- **DLM.LA.5.EEL.5.4.b\_3** - Identify the temporal meaning of words when common affixes (-ing, -ed, -s, -es) are added to common nouns and verbs.
- **DLM.LA.5.EEL.5.4.b** - Identify the temporal meaning of words when common affixes (-ing, -ed, -s, -es) are added to common nouns and verbs.
- **DLM.LA.5.EEL.5.4.b\_1** - Identify the temporal meaning of words when common affixes (-ing, -ed, -s, -es) are added to common verbs.
- **DLM.LA.5.EEL.5.4.b\_2** - Respond to temporal word in context.
- **DLM.LA.5.L.5.4.c** - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **DLM.LA.5.EEL.5.4.c** - N/A
- **DLM.LA.5.L.5.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **DLM.LA.5.L.5.5.a** - Interpret figurative language, including similes and metaphors, in context.
- **DLM.LA.5.EEL.5.5\_3** - Demonstrate understanding of word relationships.
- **DLM.LA.5.EEL.5.5.a** - Use simple, common idioms (e.g., You bet!, It's a deal., We're cool.).
- **DLM.LA.5.EEL.5.5** - Use simple, common idioms (e.g., You bet!, It's a deal., We're cool.).
- **DLM.LA.5.EEL.5.5\_1** - Uses an idiom correctly in response to a shared interaction.

- **DLM.LA.5.EEL.5.5\_2** - React to a shared interaction in which an idiom is used.
- **DLM.LA.5.L.5.5.b** - Recognize and explain the meaning of common idioms, adages, and proverbs.
- **DLM.LA.5.EEL.5.5.b** - N/A
- **DLM.LA.5.L.5.5.c** - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- **DLM.LA.5.EEL.5.5.c** - N/A
- **DLM.LA.5.L.5.6** - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
- **DLM.LA.5.EEL.5.6\_4** - Use domain-specific words (e.g., if, then, next).
- **DLM.LA.5.EEL.5.6** - Use domain-specific words and phrases.
- **DLM.LA.5.EEL.5.6\_1** - Use domain-specific words (e.g., if, then, next).
- **DLM.LA.5.EEL.5.6\_2** - Identify domain-specific words.
- **DLM.LA.5.EEL.5.6\_3** - Point to domain-specific words.
- **DLM.LA.6.RL.6** - Reading Literature
  - **DLM.LA.6..KID** - Key Ideas and Details
    - **DLM.LA.6.RL.6.1** - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
    - **DLM.LA.6.EERL.6.1\_4** - Determine what a text says explicitly as well as what simple inferences should be drawn.
    - **DLM.LA.6.EERL.6.1** - Analyze a text to identify the information that is used in making an inference.
    - **DLM.LA.6.EERL.6.1\_1** - Determine what a text says explicitly as well as what inferences should be drawn.
    - **DLM.LA.6.EERL.6.1\_2** - Identify information that is and is not directly stated in the text.
    - **DLM.LA.6.EERL.6.1\_3** - Answer a question about explicit information provided in the text.
  - **DLM.LA.6.RL.6.2** - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
  - **DLM.LA.6.EERL.6.2\_5** - Determine the theme or central idea of a familiar story and identify details that relate to it.
  - **DLM.LA.6.EERL.6.2** - Determine the theme or central idea of an unfamiliar story and details that relate to it.
  - **DLM.LA.6.EERL.6.2\_1** - Determine the theme or central idea of an unfamiliar story and details that relate to it.
  - **DLM.LA.6.EERL.6.2\_2** - Determine the theme or central idea of a familiar story and identify details that relate to it.
  - **DLM.LA.6.EERL.6.2\_3** - Identify the theme or central idea of a familiar story.
  - **DLM.LA.6.EERL.6.2\_4** - Identify details from a familiar story.
- **DLM.LA.6.RL.6.3** - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **DLM.LA.6.EERL.6.3\_4** - Identify the episodes or significant events in a story or drama.
- **DLM.LA.6.EERL.6.3** - Recount a story's beginning, middle, and end, highlighting the significant events or episodes in each part.
- **DLM.LA.6.EERL.6.3\_1** - Identify the episodes or significant events in a story or drama.

- **DLM.LA.6.EERL.6.3\_2** - Identify a significant event in a story or drama.
- **DLM.LA.6.EERL.6.3\_3** - Identify an event in a familiar story or drama.
- **DLM.LA.6..CS** - Craft and Structure
- **DLM.LA.6.RL.6.4** - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **DLM.LA.6.EERL.6.4\_4** - Determine the meaning of simple idioms and figures of speech as they are used in a text.
- **DLM.LA.6.EERL.6.4** - Explain the meaning of simple idioms and figures of speech as they are used in a text.
- **DLM.LA.6.EERL.6.4\_1** - Determine the meaning of simple idioms and figures of speech as they are used in a text.
- **DLM.LA.6.EERL.6.4\_2** - Recognize when a simple idiom or figure of speech is used in text.
- **DLM.LA.6.EERL.6.4\_3** - Recognize a repeated expression used in text.
- **DLM.LA.6.RL.6.5** - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **DLM.LA.6.EERL.6.5\_4** - Determine how a sentence, paragraph, scene, or stanza fits into the overall structure of the text.
- **DLM.LA.6.EERL.6.5** - Explain how a sentence, paragraph, scene, or stanza fits into the overall structure of the text.
- **DLM.LA.6.EERL.6.5\_1** - Determine how a sentence, paragraph, scene, or stanza fits into the overall structure of the text
- **DLM.LA.6.EERL.6.5\_2** - Select or provide a sentence that completes the overall structure of a text.
- **DLM.LA.6.EERL.6.5\_3** - Provide a repeated word, phrase, or sentence from a familiar poem or story.
- **DLM.LA.6.RL.6.6** - Explain how an author develops the point of view of the narrator or speaker in a text.
- **DLM.LA.6.EERL.6.6\_4** - Use an example from a text to describe the point of view of the narrator.
- **DLM.LA.6.EERL.6.6** - Explain the point of view of the narrator using examples from the text.
- **DLM.LA.6.EERL.6.6\_1** - Use an example from a text to describe the point of view of the narrator.
- **DLM.LA.6.EERL.6.6\_2** - Identify the narrator.
- **DLM.LA.6.EERL.6.6\_3** - Identify the narrator when a character is narrating the story.
- **DLM.LA.6..IKI** - Integration of Knowledge and Ideas
- **DLM.LA.6.RL.6.7** - Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch.
- **DLM.LA.6.EERL.6.7\_4** - Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.
- **DLM.LA.6.EERL.6.7** - Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the text.
- **DLM.LA.6.EERL.6.7\_1** - Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.

- **DLM.LA.6.EERL.6.7\_2** - Identify one way that a text version of a story, drama, or poem is like an audio, video, or live version.
- **DLM.LA.6.EERL.6.7\_3** - Recognize the text version of a story, drama, or poem that matches the audio, video, or live version.
- **DLM.LA.6.RL.6.8** - (Not applicable to literature)
- **DLM.LA.6.EERL.6.8** - N/A
- **DLM.LA.6.RL.6.9** - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- **DLM.LA.6.EERL.6.9** - (See EERL.6.7.)
- **DLM.LA.6..RRL** - Range of Reading and Level of Text Complexity
- **DLM.LA.6.RL.6.10** - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **DLM.LA.6.EERL.6.10** - \*\*This Literature Essential Element references all elements above.
- **DLM.LA.6.RI.6** - Reading Informational Text
- **DLM.LA.6..KID\_1** - Key Ideas and Details
- **DLM.LA.6.RI.6.1** - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **DLM.LA.6.EERI.6.1\_4** - Analyze a text to determine what it says explicitly as well as what inferences should be drawn.
- **DLM.LA.6.EERI.6.1** - Analyze a text to identify the information that is used in making an inference.
- **DLM.LA.6.EERI.6.1\_1** - Analyze a text to determine what it says explicitly as well as what inferences should be drawn.
- **DLM.LA.6.EERI.6.1\_2** - Given multiple sentences from informational text, find a fact.
- **DLM.LA.6.EERI.6.1\_3** - Answer a question about explicit information provided in the text.
- **DLM.LA.6.RI.6.2** - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **DLM.LA.6.EERI.6.2\_4** - Determine the central idea of a short passage and details or facts related to it.
- **DLM.LA.6.EERI.6.2** - Given a text, determine several details or facts that support their choice of the central idea.
- **DLM.LA.6.EERI.6.2\_1** - Determine the central idea of a short passage and details or facts related to it.
- **DLM.LA.6.EERI.6.2\_2** - Given sentences from a text, identify a central idea.
- **DLM.LA.6.EERI.6.2\_3** - Identify an important detail from informational text.
- **DLM.LA.6.RI.6.3** - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- **DLM.LA.6.EERI.6.3\_4** - Identify the progression of a key individual, event, or idea throughout an informational text.
- **DLM.LA.6.EERI.6.3** - Describe the progression of a key individual, event, or idea throughout an informational text.
- **DLM.LA.6.EERI.6.3\_1** - Identify the progression of a key individual, event, or idea throughout an informational text.
- **DLM.LA.6.EERI.6.3\_2** - Identify an example of important information from the text.

- **DLM.LA.6.EERI.6.3\_3** - Identify an event or idea in a familiar text.
- **DLM.LA.6..CS\_1** - Craft and Structure
- **DLM.LA.6.RI.6.4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- **DLM.LA.6.EERI.6.4\_4** - Determine the meaning of simple idioms and figures of speech as they are used in a text.
- **DLM.LA.6.EERI.6.4** - Explain the meaning of simple idioms and figures of speech as they are used in a text.
- **DLM.LA.6.EERI.6.4\_1** - Determine the meaning of simple idioms and figures of speech as they are used in a text.
- **DLM.LA.6.EERI.6.4\_2** - Recognize when a simple idiom or figure of speech is used in text.
- **DLM.LA.6.EERI.6.4\_3** - Recognize a repeated expression used in text.
- **DLM.LA.6.RI.6.5** - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- **DLM.LA.6.EERI.6.5\_4** - Describe how an element of the text fits into the overall structure of the text.
- **DLM.LA.6.EERI.6.5** - Determine how a sentence, scene, or stanza fits into the overall structure of the text.
- **DLM.LA.6.EERI.6.5\_1** - Describe how an element of the text fits into the overall structure of the text.
- **DLM.LA.6.EERI.6.5\_2** - Identify a sentence from the overall structure of the text.
- **DLM.LA.6.EERI.6.5\_3** - Identify an illustration that fits into the overall theme of the text.
- **DLM.LA.6.RI.6.6** - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- **DLM.LA.6.EERI.6.6\_4** - Use an example from text to describe the author's purpose or point of view.
- **DLM.LA.6.EERI.6.6** - Explain why the author wrote the text, citing examples.
- **DLM.LA.6.EERI.6.6\_1** - Use an example from text to describe the author's purpose or point of view.
- **DLM.LA.6.EERI.6.6\_2** - Identify a word that represents the purpose of a text.
- **DLM.LA.6.EERI.6.6\_3** - Point to a picture that shows what happened in a text designed to recount an event.
- **DLM.LA.6..IKI\_1** - Integration of Knowledge and Ideas
- **DLM.LA.6.RI.6.7** - Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- **DLM.LA.6.EERI.6.7\_4** - Integrate information from different media and formats of texts.
- **DLM.LA.6.EERI.6.7** - Integrate information from different media to develop understanding of a topic.
- **DLM.LA.6.EERI.6.7\_1** - Integrate information from different media and formats of texts.
- **DLM.LA.6.EERI.6.7\_2** - Identify information from media and other formats of text that are about similar topics.
- **DLM.LA.6.EERI.6.7\_3** - Identify information from one source/text.
- **DLM.LA.6.RI.6.8** - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **DLM.LA.6.EERI.6.8\_4** - Distinguish claims in a text supported by reason.
- **DLM.LA.6.EERI.6.8** - Distinguish claims supported by a reason from those that are not.
- **DLM.LA.6.EERI.6.8\_1** - Distinguish claims in a text supported by reason.

- **DLM.LA.6.EERI.6.8\_2** - Identify claims in a text.
- **DLM.LA.6.EERI.6.8\_3** - Recognize a claim in a text.
- **DLM.LA.6.RI.6.9** - Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- **DLM.LA.6.EERI.6.9** - (See EERI.6.7.)
- **DLM.LA.6..RRL\_1** - Range of Reading and Level of Text Complexity
- **DLM.LA.6.RI.6.10** - By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **DLM.LA.6.EERI.6.10** - \*\*This Informational Text Essential Element references all elements above.
- **DLM.LA.6.W.6** - Writing
- **DLM.LA.6..TTP** - Text Types and Purposes
- **DLM.LA.6.W.6.1** - Write arguments to support claims with clear reasons and relevant evidence.
- **DLM.LA.6.W.6.1.a** - Introduce claim(s) and organize the reasons and evidence clearly.
- **DLM.LA.6.W.6.1.b** - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- **DLM.LA.6.EEW.6.1.a-b\_4** - With guidance and support, write a claim and support it with reasons.
- **DLM.LA.6.EEW.6.1.a-b** - Write a claim and support it with reasons.
- **DLM.LA.6.EEW.6.1.a-b\_1** - With guidance and support, write a claim and support it with reasons.
- **DLM.LA.6.EEW.6.1.a-b\_2** - With guidance and support, write a claim and support it with one reason.
- **DLM.LA.6.EEW.6.1.a-b\_3** - With guidance and support, state a claim.
- **DLM.LA.6.W.6.1.c** - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- **DLM.LA.6.EEW.6.1.c** - N/A
- **DLM.LA.6.W.6.1.d** - Establish and maintain a formal style.
- **DLM.LA.6.EEW.6.1.d** - N/A
- **DLM.LA.6.W.6.1.e** - Provide a concluding statement or section that follows from the argument presented.
- **DLM.LA.6.EEW.6.1.e** - N/A
- **DLM.LA.6.W.6.2** - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **DLM.LA.6.W.6.2.a** - Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- **DLM.LA.6.W.6.2.b** - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- **DLM.LA.6.EEW.6.2.a-b\_4** - Write to convey ideas and information including facts, details, and other information.
- **DLM.LA.6.EEW.6.2.a-b** - Write to convey ideas and information including facts, details, and other information.
- **DLM.LA.6.EEW.6.2.a-b\_1** - Write to convey ideas and information including facts and details.
- **DLM.LA.6.EEW.6.2.a-b\_2** - With guidance and support, write to convey ideas and information clearly including facts and details.

- **DLM.LA.6.EEW.6.2.a-b\_3** - Participate in shared writing to convey ideas and information including facts, details, or other information.
- **DLM.LA.6.W.6.2.c** - Use appropriate transitions to clarify the relationships among ideas and concepts.
- **DLM.LA.6.EEW.6.2.c** - N/A
- **DLM.LA.6.W.6.2.d** - Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **DLM.LA.6.EEW.6.2.d** - N/A
- **DLM.LA.6.W.6.2.e** - Establish and maintain a formal style.
- **DLM.LA.6.EEW.6.2.e** - N/A
- **DLM.LA.6.W.6.2.f** - Provide a concluding statement or section that follows from the information or explanation presented.
- **DLM.LA.6.EEW.6.2.f** - N/A
- **DLM.LA.6.W.6.3** - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **DLM.LA.6.W.6.3.a** - Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- **DLM.LA.6.W.6.3.b** - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- **DLM.LA.6.EEW.6.3** - Select an event or personal experience and write about it.
- **DLM.LA.6.EEW.6.3.a-b\_4** - Introduce the experience or situation, at least one character, and two or more events in sequence.
- **DLM.LA.6.EEW.6.3.a-b** - Introduce the experience or situation, multiple characters, and multiple events in sequence.
- **DLM.LA.6.EEW.6.3.a-b\_1** - Introduce the experience or situation, at least one character, and two or more events in sequence.
- **DLM.LA.6.EEW.6.3.a-b\_2** - With guidance and support, Introduce the experience or situation, at least one character, and two or more events in sequence.
- **DLM.LA.6.EEW.6.3.a-b\_3** - With guidance and support, communicate about a personal experience.
- **DLM.LA.6.W.6.3.c** - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- **DLM.LA.6.EEW.6.3.c** - N/A
- **DLM.LA.6.W.6.3.d** - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- **DLM.LA.6.EEW.6.3.d** - N/A
- **DLM.LA.6.W.6.3.e** - Provide a conclusion that follows from the narrated experiences or events.
- **DLM.LA.6.EEW.6.3.e** - N/A
- **DLM.LA.6..PDW** - Production and Distribution of Writing
  - **DLM.LA.6.W.6.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - **DLM.LA.6.EEW.6.4\_4** - Produce writing that is appropriate for the task, purpose, or audience.

- **DLM.LA.6.EEW.6.4** - Produce writing that is appropriate to the task, purpose, and specific audience.
- **DLM.LA.6.EEW.6.4\_1** - Produce writing that is appropriate to the task, purpose, or audience.
- **DLM.LA.6.EEW.6.4\_2** - With guidance and support, produce writing that is appropriate to the task, purpose, or audience.
- **DLM.LA.6.EEW.6.4\_3** - With guidance and support, produce writing for a variety of purposes.
- **DLM.LA.6.W.6.5** - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **DLM.LA.6.EEW.6.5\_4** - With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.
- **DLM.LA.6.EEW.6.5** - With guidance and support from adults and peers, plan writing and revise writing using the editing process.
- **DLM.LA.6.EEW.6.5\_1** - With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.
- **DLM.LA.6.EEW.6.5\_2** - With guidance and support from adults and peers, plan by brainstorming to strengthen own writing.
- **DLM.LA.6.EEW.6.5\_3** - With guidance and support from peers and adults, write.
- **DLM.LA.6.W.6.6** - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- **DLM.LA.6.EEW.6.6\_4** - Use technology, including the Internet, to produce writing while interacting and collaborating with others.
- **DLM.LA.6.EEW.6.6** - Use technology, including the Internet, to produce writing while interacting and collaborating with others.
- **DLM.LA.6.EEW.6.6\_1** - Use technology, including the Internet, to produce writing while interacting and collaborating with others.
- **DLM.LA.6.EEW.6.6\_2** - With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.
- **DLM.LA.6.EEW.6.6\_3** - With guidance and support, use technology to participate in group writing projects.
- **DLM.LA.6.RBP** - Research to Build and Present Knowledge
- **DLM.LA.6.W.6.7** - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **DLM.LA.6.EEW.6.7\_4** - Conduct research to answer a question based on two or more sources of information.
- **DLM.LA.6.EEW.6.7** - Conduct research to answer a question based on several sources of information.
- **DLM.LA.6.EEW.6.7\_1** - Conduct research to answer a question based on two or more sources of information.
- **DLM.LA.6.EEW.6.7\_2** - With guidance and support, conduct research to answer a question based on one source of information.
- **DLM.LA.6.EEW.6.7\_3** - Participate in group research and writing activities.

- **DLM.LA.6.W.6.8** - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **DLM.LA.6.EEW.6.8\_4** - Identify quotes from print or digital sources that provide information about a topic.
- **DLM.LA.6.EEW.6.8** - Select quotes from print or digital sources that provide information about a topic.
- **DLM.LA.6.EEW.6.8\_1** - Identify quotes from print or digital sources that provide information about a topic.
- **DLM.LA.6.EEW.6.8\_2** - With guidance and support, identify quotes on a given topic from a familiar print or digital source.
- **DLM.LA.6.EEW.6.8\_3** - With guidance and support while engaging in shared reading of a text, identify words related to a topic.
- **DLM.LA.6.W.6.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **DLM.LA.6.W.6.9.a** - Apply grade 6 Reading standards to literature (e.g., Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics ).
- **DLM.LA.6.EEW.6.9** - Use information from literary and informational text to support writing.
- **DLM.LA.6.EEW.6.9.a\_3** - 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. ).
- **DLM.LA.6.EEW.6.9.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. ).
- **DLM.LA.6.EEW.6.9.a\_1** - With guidance and support, 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. ).
- **DLM.LA.6.EEW.6.9.a\_2** - With guidance and support, participate in shared writing activities that follow up shared reading activities.
- **DLM.LA.6.W.6.9.b** - Apply grade 6 Reading standards to literary nonfiction (e.g., Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not ).
- **DLM.LA.6.EEW.6.9.b\_3** - Apply Essential Elements of Grade 6 Reading Standards to informational text (e.g., Distinguish claims in a text supported by reason. ).
- **DLM.LA.6.EEW.6.9.b** - Apply Essential Elements of Grade 6 Reading Standards to informational text (e.g., Distinguish claims in a text supported by reason. ).
- **DLM.LA.6.EEW.6.9.b\_1** - With guidance and support, apply Essential Elements of Grade 6 Reading Standards to informational text (e.g., Distinguish claims in a text supported by reason. ).
- **DLM.LA.6.EEW.6.9.b\_2** - With guidance and support, participate in shared writing activities that build on shared reading activities.
- **DLM.LA.6..RW** - Range of Writing
- **DLM.LA.6.W.6.10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **DLM.LA.6.SL.6** - Speaking and Listening

- **DLM.LA.6..CC** - Comprehension and Collaboration
- **DLM.LA.6.SL.6.1\_1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **DLM.LA.6.SL.6.1.a\_1** - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- **DLM.LA.6.SL.6.1** - Participate in collaborative discussions.
- **DLM.LA.6.SL.6.1.a** - Prepare for discussion through prior study.
- **DLM.LA.6.EESL.6.1.a** - Prepare for discussions through prior study combined with the preparation of notes or other support materials.
- **DLM.LA.6.EESL.6.1.a\_1** - Prepare for discussion through prior study.
- **DLM.LA.6.EESL.6.1.a\_2** - Prepare for discussions.
- **DLM.LA.6.EESL.6.1.a\_3** - With support, review pictures, symbols, objects, or artifacts to use in a discussion.
- **DLM.LA.6.SL.6.1.b\_1** - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- **DLM.LA.6.SL.6.1.b** - With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information.
- **DLM.LA.6.EESL.6.1.b** - Follow simple, agreed-upon rules for discussions and carry out assigned role.
- **DLM.LA.6.EESL.6.1.b\_1** - With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information.
- **DLM.LA.6.EESL.6.1.b\_2** - Contribute to classroom discussions.
- **DLM.LA.6.EESL.6.1.b\_3** - When prompted, add prepared information to a discussion.
- **DLM.LA.6.SL.6.1.c\_1** - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- **DLM.LA.6.SL.6.1.c** - Ask and answer questions specific to the topic, text, or issue under discussion.
- **DLM.LA.6.EESL.6.1.c** - Ask and answer questions specific to the topic, text, or issue under discussion and include details when answering questions.
- **DLM.LA.6.EESL.6.1.c\_1** - Ask and answer questions specific to the topic, text, or issue under discussion.
- **DLM.LA.6.EESL.6.1.c\_2** - Answer questions about the topic under discussion.
- **DLM.LA.6.EESL.6.1.c\_3** - Answer questions during a discussion using preprogrammed or practiced responses.
- **DLM.LA.6.SL.6.1.d\_1** - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- **DLM.LA.6.SL.6.1.d** - Restate key ideas expressed in the discussion.
- **DLM.LA.6.EESL.6.1.d** - Restate key ideas expressed in the discussion including own ideas.
- **DLM.LA.6.EESL.6.1.d\_1** - Restate key ideas expressed in the discussion.
- **DLM.LA.6.EESL.6.1.d\_2** - Identify key ideas expressed in the discussion.
- **DLM.LA.6.EESL.6.1.d\_3** - With support, identify a key issue after the discussion.

- **DLM.LA.6.SL.6.2** - Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **DLM.LA.6.EESL.6.2\_4** - Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic or text.
- **DLM.LA.6.EESL.6.2** - Describe how information presented in graphical, oral, visual, or multimodal formats relates to a topic or text.
- **DLM.LA.6.EESL.6.2\_1** - Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic or text.
- **DLM.LA.6.EESL.6.2\_2** - Identify graphical, oral, visual, or multimodal displays that relate to a topic or text.
- **DLM.LA.6.EESL.6.2\_3** - Match a missing element to the appropriate oral, visual, or multimodal display.
- **DLM.LA.6.SL.6.3** - Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **DLM.LA.6.EESL.6.3\_4** - Identify points the speaker makes to support an argument or claim.
- **DLM.LA.6.EESL.6.3** - Identify the argument or claim a speaker makes and the points that support it.
- **DLM.LA.6.EESL.6.3\_1** - Identify points that the speaker makes to support an argument or claim.
- **DLM.LA.6.EESL.6.3\_2** - Identify the main point a speaker makes.
- **DLM.LA.6.EESL.6.3\_3** - Recognize speaker.
- **DLM.LA.6..PKI** - Presentation of Knowledge and Ideas
  - **DLM.LA.6.SL.6.4** - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
  - **DLM.LA.6.EESL.6.4\_4** - Present findings including descriptions, facts, or details related to a topic.
  - **DLM.LA.6.EESL.6.4** - Present own findings including descriptions, facts, or details related to a topic.
  - **DLM.LA.6.EESL.6.4\_1** - Present findings including descriptions, facts, or details related to a topic.
  - **DLM.LA.6.EESL.6.4\_2** - Present findings including details related to a familiar, personally relevant topic.
  - **DLM.LA.6.EESL.6.4\_3** - Indicate a detail from a presentation on a selected topic.
  - **DLM.LA.6.SL.6.5** - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
  - **DLM.LA.6.EESL.6.5\_4** - Select an auditory, visual, or tactual display to clarify the information in presentations.
  - **DLM.LA.6.EESL.6.5** - Create an auditory, visual, or tactual display to enhance and clarify information in the presentations.
  - **DLM.LA.6.EESL.6.5\_1** - Select an auditory, visual, or tactual display to clarify the information in presentations.
  - **DLM.LA.6.EESL.6.5\_2** - Select an auditory, visual, or tactual display to accompany a presentation.
  - **DLM.LA.6.EESL.6.5\_3** - Select from an array of appropriate auditory, visual, or tactual display to accompany a presentation.
  - **DLM.LA.6.SL.6.6** - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
  - **DLM.LA.6.EESL.6.6\_4** - Use formal and informal language as appropriate to the communication partner and situation.

- **DLM.LA.6.EESL.6.6** - Shift between formal and informal language as appropriate to the communication partner and situation.
- **DLM.LA.6.EESL.6.6\_1** - Use formal and informal language as appropriate to the communication partner and situation.
- **DLM.LA.6.EESL.6.6\_2** - Use formal and informal language.
- **DLM.LA.6.EESL.6.6\_3** - With support as needed, use symbolic language to communicate informally with others.
- **DLM.LA.6.L.6** - Language
  - **DLM.LA.6.CSE** - Conventions of Standard English
    - **DLM.LA.6.L.6.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
      - **DLM.LA.6.L.6.1.a** - Ensure that pronouns are in the proper case (subjective, objective, possessive).
      - **DLM.LA.6.EEL.6.1** - Demonstrate standard English grammar and usage when communicating.
        - **DLM.LA.6.EEL.6.1.a\_4** - Use personal pronouns (e.g., he, she, they) correctly.
        - **DLM.LA.6.EEL.6.1.a** - Use names and pronouns interchangeably when communicating about specific people, places, or things.
          - **DLM.LA.6.EEL.6.1.a\_1** - Use personal pronouns (e.g., he, she, they) correctly.
          - **DLM.LA.6.EEL.6.1.a\_2** - Uses personal pronoun correctly to refer to self (e.g., I, me, and we).
          - **DLM.LA.6.EEL.6.1.a\_3** - With guidance and support, use me to refer to self.
        - **DLM.LA.6.L.6.1.b** - Use intensive pronouns (e.g., myself, ourselves).
          - **DLM.LA.6.EEL.6.1.b** - N/A
        - **DLM.LA.6.L.6.1.c** - Recognize and correct inappropriate shifts in pronoun number and person.
          - **DLM.LA.6.EEL.6.1.c** - N/A
        - **DLM.LA.6.L.6.1.d** - Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
          - **DLM.LA.6.EEL.6.1.d** - N/A
        - **DLM.LA.6.L.6.1.e** - Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
          - **DLM.LA.6.EEL.6.1.e** - N/A
      - **DLM.LA.6.L.6.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
        - **DLM.LA.6.L.6.2.a** - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
        - **DLM.LA.6.EEL.6.2** - Demonstrate understanding of conventions of standard English when writing.
          - **DLM.LA.6.EEL.6.2.a\_4** - Use question marks at the end of written questions.
            - **DLM.LA.6.EEL.6.2.a** - Write own questions using question marks appropriately.
              - **DLM.LA.6.EEL.6.2.a\_1** - Use question marks at the end of written questions.
              - **DLM.LA.6.EEL.6.2.a\_2** - Distinguishes between question marks and periods in written text.
              - **DLM.LA.6.EEL.6.2.a\_3** - Responds to simple questions.
            - **DLM.LA.6.L.6.2.b** - Spell correctly.

- **DLM.LA.6.EEL.6.2.b\_4** - Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.
- **DLM.LA.6.EEL.6.2.b** - Use complete phonetic representations (initial, final, medial) when spelling untaught words, drawing on common spelling patterns as appropriate.
- **DLM.LA.6.EEL.6.2.b\_1** - Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.
- **DLM.LA.6.EEL.6.2.b\_2** - Change the onset of words spelled with common spelling patterns to read and spell other words.
- **DLM.LA.6.EEL.6.2.b\_3** - Demonstrate awareness of letters and words.
- **DLM.LA.6..KL** - Knowledge of Language
  - **DLM.LA.6.L.6.3** - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - **DLM.LA.6.L.6.3.a** - Vary sentence patterns for meaning, reader/ listener interest, and style.
  - **DLM.LA.6.EEL.6.3** - Use language to achieve desired meaning in communication.
  - **DLM.LA.6.EEL.6.3.a\_4** - Vary use of language when the listener or reader does not understand the initial attempt.
  - **DLM.LA.6.EEL.6.3.a** - Vary use of language and provide additional information when the listener or reader does not understand initial communication effort.
  - **DLM.LA.6.EEL.6.3.a\_1** - Vary use of language when the listener or reader does not understand the initial attempt.
  - **DLM.LA.6.EEL.6.3.a\_2** - Use language to achieve meaning when communicating.
  - **DLM.LA.6.EEL.6.3.a\_3** - Acknowledge and respond to communication.
  - **DLM.LA.6.L.6.3.b** - Maintain consistency in style and tone.
  - **DLM.LA.6.EEL.6.3.b** - N/A
- **DLM.LA.6..VAU** - Vocabulary Acquisition and Use
  - **DLM.LA.6.L.6.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
  - **DLM.LA.6.L.6.4.a** - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - **DLM.LA.6.EEL.6.4** - Demonstrate knowledge of vocabulary drawn from reading and content areas.
  - **DLM.LA.6.EEL.6.4.a\_4** - Use context to identify which word in an array of content-related words is missing from a sentence.
  - **DLM.LA.6.EEL.6.4.a** - Use context to determine the meaning of a new word.
  - **DLM.LA.6.EEL.6.4.a\_1** - Use context to identify which word in an array of content-related words is missing from a sentence.
  - **DLM.LA.6.EEL.6.4.a\_2** - Match vocabulary to meaning.
  - **DLM.LA.6.EEL.6.4.a\_3** - Demonstrate an understanding of the meaning of common words.
  - **DLM.LA.6.L.6.4.b** - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
  - **DLM.LA.6.EEL.6.4.b** - N/A

- **DLM.LA.6.L.6.4.c** - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- **DLM.LA.6.EEL.6.4.c\_3** - Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating
- **DLM.LA.6.EEL.6.4.c** - Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
- **DLM.LA.6.EEL.6.4.c\_1** - Recognize a new word when encountered while reading or communicating.
- **DLM.LA.6.EEL.6.4.c\_2** - Asks for help when needed.
- **DLM.LA.6.L.6.4.d** - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **DLM.LA.6.EEL.6.4.d** - N/A
- **DLM.LA.6.L.6.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **DLM.LA.6.L.6.5.a** - Interpret figures of speech (e.g., personification) in context.
- **DLM.LA.6.EEL.6.5\_1** - Demonstrate word relationships.
- **DLM.LA.6.EEL.6.5.a\_3** - Interpret similes (e.g., The man was as big as a tree.).
- **DLM.LA.6.EEL.6.5.a** - Use similes in writing or communication.
- **DLM.LA.6.EEL.6.5.a\_1** - Interpret similes
- **DLM.LA.6.EEL.6.5.a\_2** - Identify word relationships.
- **DLM.LA.6.EEL.6.5** - Given the category, sort words.
- **DLM.LA.6.L.6.5.b** - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- **DLM.LA.6.EEL.6.5.b** - N/A
- **DLM.LA.6.L.6.5.c** - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
- **DLM.LA.6.EEL.6.5.c** - N/A
- **DLM.LA.6.L.6.6** - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **DLM.LA.6.EEL.6.6\_4** - Use general academic and domain-specific words and phrases.
- **DLM.LA.6.EEL.6.6** - Acquire and use general academic and domain-specific words and phrases.
- **DLM.LA.6.EEL.6.6\_1** - Use general academic and domain-specific words and phrases.
- **DLM.LA.6.EEL.6.6\_2** - Demonstrate understanding of general academic and domain-specific words.
- **DLM.LA.6.EEL.6.6\_3** - Identify pictures and other symbols that represent general academic and domain-specific words.
- **DLM.LA.7.RL.7** - Reading Literature
- **DLM.LA.7..KID** - Key Ideas and Details

- **DLM.LA.7.RL.7.1** - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **DLM.LA.7.EERL.7.1\_4** - Cite text to draw inferences from stories and poems.
- **DLM.LA.7.EERL.7.1** - Cite textual evidence to determine what is inferred versus what is explicit.
- **DLM.LA.7.EERL.7.1\_1** - Cite text to draw inferences from stories and poems.
- **DLM.LA.7.EERL.7.1\_2** - Cite text to support what the text says explicitly.
- **DLM.LA.7.EERL.7.1\_3** - Identify details in the text or pictures that provides the answer to an explicit question about a familiar text.
- **DLM.LA.7.RL.7.2** - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **DLM.LA.7.EERL.7.2\_4** - Determine the theme or central idea of a text and identify the details that relate to it.
- **DLM.LA.7.EERL.7.2** - Determine the relationships of the central idea to the details of a story.
- **DLM.LA.7.EERL.7.2\_1** - Determine the theme or central idea of a text and identify the details that relate to it.
- **DLM.LA.7.EERL.7.2\_2** - Identify the central idea of a text.
- **DLM.LA.7.EERL.7.2\_3** - Identify details from a text.
- **DLM.LA.7.RL.7.3** - Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- **DLM.LA.7.EERL.7.3\_4** - Recognize the relationship of two story elements.
- **DLM.LA.7.EERL.7.3** - Recognize how events, settings, or other story elements influence the outcome of a story or drama.
- **DLM.LA.7.EERL.7.3\_1** - Recognize the relationship of two story elements.
- **DLM.LA.7.EERL.7.3\_2** - Recognize two elements of a story.
- **DLM.LA.7.EERL.7.3\_3** - Identify one element of a story.
- **DLM.LA.7..CS** - Craft and Structure
- **DLM.LA.7.RL.7.4** - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- **DLM.LA.7.EERL.7.4\_4** - Use rhyme and other repetitions of words or sounds (e.g., alliteration) to support understanding of a poem or a section of a story or drama.
- **DLM.LA.7.EERL.7.4** - Demonstrate understanding of the use of rhyme and other repetitions of sounds (e.g., alliteration) in a poem or a section of a story or drama.
- **DLM.LA.7.EERL.7.4\_1** - Use rhyme and other repetitions of words and sounds (e.g., alliteration) to support understanding of a poem or a section of a story or drama.
- **DLM.LA.7.EERL.7.4\_2** - Identify a pattern of repeated words or phrases.
- **DLM.LA.7.EERL.7.4\_3** - Identify a repeated word or phrase.
- **DLM.LA.7.RL.7.5** - Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- **DLM.LA.7.EERL.7.5\_4** - Determine how poetry form and structure contributes to its meaning.

- **DLM.LA.7.EERL.7.5** - Compare and contrast different structures used in poetry.
- **DLM.LA.7.EERL.7.5\_1** - Determine how poetry form and structure contributes to its meaning.
- **DLM.LA.7.EERL.7.5\_2** - Identify common structures used in a poem.
- **DLM.LA.7.EERL.7.5\_3** - Recite a poem using a communication device or preferred mode of communication.
- **DLM.LA.7.RL.7.6** - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **DLM.LA.7.EERL.7.6\_4** - Identify how a character's point of view is the same or different from another character.
- **DLM.LA.7.EERL.7.6** - Compare points of view of the characters in literary text.
- **DLM.LA.7.EERL.7.6\_1** - Identify how a character's point of view is the same or different from another character.
- **DLM.LA.7.EERL.7.6\_2** - Identify personal point of view about a story.
- **DLM.LA.7.EERL.7.6\_3** - Identify a character.
- **DLM.LA.7..IKI** - Integration of Knowledge and Ideas
- **DLM.LA.7.RL.7.7** - Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- **DLM.LA.7.EERL.7.7\_4** - Compare a video version of a story, poem, or drama to a text-based version of the same story, poem, or drama.
- **DLM.LA.7.EERL.7.7** - Compare and contrast a video version of a story, poem, or drama.
- **DLM.LA.7.EERL.7.7\_1** - Compare a video version of a story, poem, or drama to a text-based version of the same story, poem, or drama.
- **DLM.LA.7.EERL.7.7\_2** - Express a preference for a story and video.
- **DLM.LA.7.EERL.7.7\_3** - Recognize the text version of a story, drama, or poem that matches the audio, video, or live version.
- **DLM.LA.7.RL.7.8** - (Not applicable to literature)
- **DLM.LA.7.EERL.7.8** - N/A
- **DLM.LA.7.RL.7.9** - Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- **DLM.LA.7.EERL.7.9\_4** - Recognize the difference between fictional characters and nonfictional characters.
- **DLM.LA.7.EERL.7.9** - Compare and contrast a fictional character with a historical character.
- **DLM.LA.7.EERL.7.9\_1** - Recognize the difference between fictional characters and nonfictional characters.
- **DLM.LA.7.EERL.7.9\_2** - Identify a character as nonfictional.
- **DLM.LA.7.EERL.7.9\_3** - Identify a fictional character.
- **DLM.LA.7..RRL** - Range of Reading and Level of Text Complexity
- **DLM.LA.7.RL.7.10** - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **DLM.LA.7.EERL.7.10** - \*\*This Essential Element references all elements above.
- **DLM.LA.7.RI.7** - Reading Informational Text
- **DLM.LA.7..KID\_1** - Key Ideas and Details

- **DLM.LA.7.RI.7.1** - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **DLM.LA.7.EERI.7.1\_4** - Cite text to draw inferences from informational text.
- **DLM.LA.7.EERI.7.1** - Cite textual evidence to determine what is inferred versus what is explicit.
- **DLM.LA.7.EERI.7.1\_1** - Cite text to draw inferences from informational text.
- **DLM.LA.7.EERI.7.1\_2** - Cite text to find one detail to support an inference.
- **DLM.LA.7.EERI.7.1\_3** - Identify a detail from a sentence or phrase in the text.
- **DLM.LA.7.RI.7.2** - Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- **DLM.LA.7.EERI.7.2\_4** - Determine two central ideas that progress throughout the text.
- **DLM.LA.7.EERI.7.2** - Determine at least two ideas that contribute to the central ideas of the text.
- **DLM.LA.7.EERI.7.2\_1** - Determine two central ideas that progress throughout the text.
- **DLM.LA.7.EERI.7.2\_2** - Given sentences from an informational text, identify an important idea.
- **DLM.LA.7.EERI.7.2\_3** - Identify details from a text.
- **DLM.LA.7.RI.7.3** - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- **DLM.LA.7.EERI.7.3\_4** - Identify interactions between individuals, events, or ideas in text.
- **DLM.LA.7.EERI.7.3** - Explain interactions between individuals, events, or ideas in text.
- **DLM.LA.7.EERI.7.3\_1** - Identify interactions between individuals, events, or ideas in text.
- **DLM.LA.7.EERI.7.3\_2** - Identify one interaction between events from the passage.
- **DLM.LA.7.EERI.7.3\_3** - Identify a detail about an individual or event.
- **DLM.LA.7..CS\_1** - Craft and Structure
- **DLM.LA.7.RI.7.4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- **DLM.LA.7.EERI.7.4\_4** - Determine the meaning of words and phrases as they are used in an informational text.
- **DLM.LA.7.EERI.7.4** - Determine phrases that impact meaning of the text.
- **DLM.LA.7.EERI.7.4\_1** - Determine the meaning of words and phrases as they are used in an informational text.
- **DLM.LA.7.EERI.7.4\_2** - Match or pair word to meaning.
- **DLM.LA.7.EERI.7.4\_3** - Indicate words in a text.
- **DLM.LA.7.RI.7.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- **DLM.LA.7.EERI.7.5\_4** - Determine how headings, key words, and key phrases relate to the topic of a text.
- **DLM.LA.7.EERI.7.5** - Determine how key components of the organization of text relate to the topic.
- **DLM.LA.7.EERI.7.5\_1** - Determine how headings, key words, and key phrases relate to the topic of a text.
- **DLM.LA.7.EERI.7.5\_2** - Determine how headings are related to the topic of a text.
- **DLM.LA.7.EERI.7.5\_3** - Identify the title of a passage.

- **DLM.LA.7.RI.7.6** - Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- **DLM.LA.7.EERI.7.6\_4** - Determine author's point of view and compare to own point of view
- **DLM.LA.7.EERI.7.6** - Respond to the author's purpose or point of view with own point of view.
- **DLM.LA.7.EERI.7.6\_1** - Determine author's point of view and compare to own point of view.
- **DLM.LA.7.EERI.7.6\_2** - Identify an author's thoughts and feelings.
- **DLM.LA.7.EERI.7.6\_3** - Identify a thought of the author.
- **DLM.LA.7..IKI\_1** - Integration of Knowledge and Ideas
- **DLM.LA.7.RI.7.7** - Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- **DLM.LA.7.EERI.7.7\_4** - Compare the experience of reading a text to listening or watching a video of the same text.
- **DLM.LA.7.EERI.7.7** - Compare and contrast the experience of reading a text to listening or watching a video of the same text.
- **DLM.LA.7.EERI.7.7\_1** - Compare the experience of reading a text to listening or watching a video of the same text.
- **DLM.LA.7.EERI.7.7\_2** - Identify an idea from a text or video.
- **DLM.LA.7.EERI.7.7\_3** - Recognize the text version of an event that matches the audio, video, or live version.
- **DLM.LA.7.RI.7.8** - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- **DLM.LA.7.EERI.7.8\_4** - Delineate the specific claims for text.
- **DLM.LA.7.EERI.7.8** - Analyze text to support claims and judge the conclusions.
- **DLM.LA.7.EERI.7.8\_1** - Delineate the specific claims for text.
- **DLM.LA.7.EERI.7.8\_2** - Identify a claim from text.
- **DLM.LA.7.EERI.7.8\_3** - Respond to an advertisement.
- **DLM.LA.7.RI.7.9** - Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- **DLM.LA.7.EERI.7.9\_4** - Compare information provided by authors of two different texts on the same topic.
- **DLM.LA.7.EERI.7.9\_1** - Compare and contrast key information provided by authors of two different texts on the same topic.
- **DLM.LA.7.EERI.7.9\_2** - Compare information provided by authors of two different texts on the same topic.
- **DLM.LA.7.EERI.7.9\_3** - Identify a key piece of information provided by authors of two different texts on same subject.
- **DLM.LA.7.EERI.7.9** - Identify a detail provided by the authors.
- **DLM.LA.7..RRL\_1** - Range of Reading and Level of Text Complexity
- **DLM.LA.7.RI.7.10** - By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **DLM.LA.7.EERI.7.10** - \*\*This Essential Element references all elements above.
- **DLM.LA.7.W.7** - Writing

- **DLM.LA.7..TTP** - Text Types and Purposes
- **DLM.LA.7.W.7.1** - Write arguments to support claims with clear reasons and relevant evidence.
- **DLM.LA.7.W.7.1.a** - Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- **DLM.LA.7.W.7.1.b** - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- **DLM.LA.7.EEW.7.1.a-b\_4** - Write a claim and support it with reasons or other relevant evidence.
- **DLM.LA.7.EEW.7.1.a-b** - Write a claim and support it with multiple reasons or other relevant evidence.
- **DLM.LA.7.EEW.7.1.a-b\_1** - Write a claim and support it with one reason or other relevant evidence.
- **DLM.LA.7.EEW.7.1.a-b\_2** - With guidance and support, write a claim and support it with one reason.
- **DLM.LA.7.EEW.7.1.a-b\_3** - Select a claim.
- **DLM.LA.7.W.7.1.c** - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- **DLM.LA.7.EEW.7.1.c** - N/A
- **DLM.LA.7.W.7.1.d** - Establish and maintain a formal style.
- **DLM.LA.7.EEW.7.1.d** - N/A
- **DLM.LA.7.W.7.1.e** - Provide a concluding statement or section that follows from and supports the argument presented.
- **DLM.LA.7.EEW.7.1.e** - N/A
- **DLM.LA.7.W.7.2** - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **DLM.LA.7.W.7.2.a** - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- **DLM.LA.7.W.7.2.b** - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- **DLM.LA.7.EEW.7.2.a-b\_4** - Write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed.
- **DLM.LA.7.EEW.7.2.a-b** - Write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed.
- **DLM.LA.7.EEW.7.2.a-b\_1** - Write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed.
- **DLM.LA.7.EEW.7.2.a-b\_2** - Write to convey ideas and information.
- **DLM.LA.7.EEW.7.2.a-b\_3** - Communicate ideas and information contributing to a text.
- **DLM.LA.7.W.7.2.c** - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- **DLM.LA.7.EEW.7.2.c** - N/A
- **DLM.LA.7.W.7.2.d** - Use precise language and domain-specific vocabulary to inform about or explain the topic.

- **DLM.LA.7.EEW.7.2.d\_4** - Use domain-specific vocabulary when writing about a topic.
- **DLM.LA.7.EEW.7.2.d** - Use wide range of domain-specific vocabulary when writing about a topic.
- **DLM.LA.7.EEW.7.2.d\_1** - Use domain-specific vocabulary when writing about a topic.
- **DLM.LA.7.EEW.7.2.d\_2** - With guidance and support, use domain-specific vocabulary when writing about a topic.
- **DLM.LA.7.EEW.7.2.d\_3** - With guidance and support, use domain-specific vocabulary when communicating about a text.
- **DLM.LA.7.W.7.2.e** - Establish and maintain a formal style.
- **DLM.LA.7.EEW.7.2.e** - N/A
- **DLM.LA.7.W.7.2.f** - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **DLM.LA.7.EEW.7.2.f** - N/A
- **DLM.LA.7.W.7.3** - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **DLM.LA.7.W.7.3.a** - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- **DLM.LA.7.W.7.3.b** - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- **DLM.LA.7.EEW.7.3** - Select an event or personal experience and write about it.
- **DLM.LA.7.EEW.7.3.a-b\_4** - Introduce the experience or situation, at least one character, and two or more events in sequence.
- **DLM.LA.7.EEW.7.3.a-b** - Introduce the experience or situation, multiple characters, and multiple events in sequence.
- **DLM.LA.7.EEW.7.3.a-b\_1** - Introduce the experience or situation, at least one character, and two or more events in sequence.
- **DLM.LA.7.EEW.7.3.a-b\_2** - With guidance and support, introduce the experience or situation, at least one character, and two or more events in sequence.
- **DLM.LA.7.EEW.7.3.a-b\_3** - With guidance and support, communicate about a personal experience.
- **DLM.LA.7.W.7.3.c** - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- **DLM.LA.7.EEW.7.3.c** - N/A
- **DLM.LA.7.W.7.3.d** - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- **DLM.LA.7.EEW.7.3.d** - N/A
- **DLM.LA.7.W.7.3.e** - Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **DLM.LA.7.EEW.7.3.e** - N/A
- **DLM.LA.7..PDW** - Production and Distribution of Writing

- **DLM.LA.7.W.7.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **DLM.LA.7.EEW.7.4\_4** - Produce writing that is appropriate for the task, purpose, or audience.
- **DLM.LA.7.EEW.7.4** - Produce writing that is appropriate to the task, purpose, and audience.
- **DLM.LA.7.EEW.7.4\_1** - Produce writing that is appropriate to the task, purpose, or audience.
- **DLM.LA.7.EEW.7.4\_2** - With guidance and support, produce writing that is appropriate to the task, purpose, or audience.
- **DLM.LA.7.EEW.7.4\_3** - With guidance and support, produce writing for a variety of purposes.
- **DLM.LA.7.W.7.5** - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **DLM.LA.7.EEW.7.5\_4** - With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.
- **DLM.LA.7.EEW.7.5** - With guidance and support from adults and peers, plan writing and use the editing process to revise own writing.
- **DLM.LA.7.EEW.7.5\_1** - With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.
- **DLM.LA.7.EEW.7.5\_2** - With guidance and support from adults and peers, plan by brainstorming to strengthen own writing.
- **DLM.LA.7.EEW.7.5\_3** - With guidance and support from peers and adults, write.
- **DLM.LA.7.W.7.6** - Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- **DLM.LA.7.EEW.7.6\_4** - Use technology, including the Internet, to produce writing to interact and collaborate with others.
- **DLM.LA.7.EEW.7.6** - Use technology, including the Internet, to produce writing while interacting and collaborating with others.
- **DLM.LA.7.EEW.7.6\_1** - Use technology, including the Internet, to produce writing to interact and collaborate with others.
- **DLM.LA.7.EEW.7.6\_2** - With guidance and support from adults, use technology, including the Internet, to produce writing to interact and collaborate with others.
- **DLM.LA.7.EEW.7.6\_3** - With guidance and support, use technology to participate in group writing projects.
- **DLM.LA.7..RBP** - Research to Build and Present Knowledge
- **DLM.LA.7.W.7.7** - Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **DLM.LA.7.EEW.7.7\_4** - Conduct research to answer a question based on multiple sources of information.
- **DLM.LA.7.EEW.7.7** - Conduct research to answer a question based on many sources of information.
- **DLM.LA.7.EEW.7.7\_1** - Conduct research to answer a question based on multiple sources of information.
- **DLM.LA.7.EEW.7.7\_2** - Conduct research to answer a question based on one source of information.

- **DLM.LA.7.EEW.7.7\_3** - Participate in group research and writing activities.
- **DLM.LA.7.W.7.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **DLM.LA.7.EEW.7.8\_4** - Select quotes from multiple print or digital sources that provides important information about a topic.
- **DLM.LA.7.EEW.7.8\_1** - Select quotes from multiple print or digital sources that state conclusions about a topic.
- **DLM.LA.7.EEW.7.8\_2** - Select quotes from multiple print or digital sources that provides important information about a topic.
- **DLM.LA.7.EEW.7.8\_3** - Select quotes from print or digital sources that provide information about a topic.
- **DLM.LA.7.EEW.7.8** - With guidance and support during shared reading, identify when information about a topic is read.
- **DLM.LA.7.W.7.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **DLM.LA.7.W.7.9.a** - Apply grade 7 Reading standards to literature (e.g., Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history ).
- **DLM.LA.7.EEW.7.9** - Use information from literary and informational text to support writing.
- **DLM.LA.7.EEW.7.9.a\_3** - Apply Essential Elements of Grade 7 Reading Standards to literature (e.g., Recognize the difference between fictional characters and nonfictional characters. ).
- **DLM.LA.7.EEW.7.9.a** - Apply Essential Elements of Grade 7 Reading Standards to literature (e.g., Recognize the difference between fictional characters and nonfictional characters. ).
- **DLM.LA.7.EEW.7.9.a\_1** - With guidance and support from adults and peers, apply Essential Elements of Grade 7 Reading Standards to literature (e.g., Recognize the difference between fictional characters and nonfictional characters. ).
- **DLM.LA.7.EEW.7.9.a\_2** - With guidance and support from adults and peers, participate in group writing projects about information gathered from literary or informational text.
- **DLM.LA.7.W.7.9.b** - Apply grade 7 Reading standards to literary nonfiction (e.g. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims ).
- **DLM.LA.7.EEW.7.9.b\_3** - Apply Essential Elements of Grade 7 Reading Standards to informational text (e.g., Delineate the specific claims in a text. ).
- **DLM.LA.7.EEW.7.9.b** - Apply Essential Elements of Grade 7 Reading Standards to informational text (e.g., Delineate the specific claims in a text. ).
- **DLM.LA.7.EEW.7.9.b\_1** - With guidance and support, apply Essential Elements of Grade 7 Reading Standards to informational text (e.g., Delineate the specific claims in a text. ).
- **DLM.LA.7.EEW.7.9.b\_2** - With guidance and support, participate in shared writing activities that build on shared reading activities.
- **DLM.LA.7..RW** - Range of Writing

- **DLM.LA.7.W.7.10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **DLM.LA.7.EEW.7.10\_3** - Write routinely for a variety of tasks, purposes, and audiences.
- **DLM.LA.7.EEW.7.10** - Write routinely for a variety of tasks, purposes, and audiences.
- **DLM.LA.7.EEW.7.10\_1** - With guidance and support, write routinely for a variety of tasks, purposes, and audiences.
- **DLM.LA.7.EEW.7.10\_2** - With guidance and support, communicate routinely in ways that are linked to writing for a variety of purposes and audiences.
- **DLM.LA.7.SL.7** - Speaking and Listening
- **DLM.LA.7..CC** - Comprehension and Collaboration
- **DLM.LA.7.SL.7.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **DLM.LA.7.SL.7.1.a** - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- **DLM.LA.7.EESL.7.1** - Engage in a range of collaborative discussions.
- **DLM.LA.7.EESL.7.1.a\_4** - Come to discussions prepared to share information.
- **DLM.LA.7.EESL.7.1.a** - Come to discussions with self-created materials or supports to use in sharing information.
- **DLM.LA.7.EESL.7.1.a\_1** - Come to discussions prepared to share information.
- **DLM.LA.7.EESL.7.1.a\_2** - Prepare for discussions.
- **DLM.LA.7.EESL.7.1.a\_3** - Participate in discussions.
- **DLM.LA.7.SL.7.1.b** - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- **DLM.LA.7.EESL.7.1.b\_3** - With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles.
- **DLM.LA.7.EESL.7.1.b** - With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles.
- **DLM.LA.7.EESL.7.1.b\_1** - With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions.
- **DLM.LA.7.EESL.7.1.b\_2** - Participate in discussions with adults and peers.
- **DLM.LA.7.SL.7.1.c** - Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- **DLM.LA.7.EESL.7.1.c\_3** - Remain on the topic of the discussion when asking or answering questions or making other contributions.
- **DLM.LA.7.EESL.7.1.c** - Remain on the topic of the discussion when asking or answering questions or making other contributions.
- **DLM.LA.7.EESL.7.1.c\_1** - Ask and answer questions specific to the topic, text, or issue under discussion.
- **DLM.LA.7.EESL.7.1.c\_2** - Participate in discussions.

- **DLM.LA.7.SL.7.1.d** - Acknowledge new information expressed by others and, when warranted, modify their own views.
- **DLM.LA.7.EESL.7.1.d\_3** - Accept when others involved in the discussion agree or disagree with own perspective.
- **DLM.LA.7.EESL.7.1.d** - Accept when others involved in the discussion agree or disagree with own perspective.
- **DLM.LA.7.EESL.7.1.d\_1** - Indicate agreement with others during group discussions.
- **DLM.LA.7.EESL.7.1.d\_2** - Participate in discussions.
- **DLM.LA.7.SL.7.2** - Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- **DLM.LA.7.EESL.7.2\_4** - Identify the main idea of information presented in graphical, oral, visual, or multimodal formats that relate to a topic, text, or issue under study.
- **DLM.LA.7.EESL.7.2** - Identify how the main idea is presented in graphical, oral, visual, or multimodal formats that relates to a topic, text, or issue under study.
- **DLM.LA.7.EESL.7.2\_1** - Identify the main idea of information presented in graphical, oral, visual, or multimodal formats that relate to a topic, text, or issue under study.
- **DLM.LA.7.EESL.7.2\_2** - Identify the topic of information presented in graphical, oral, visual, or multimodal formats that relates to a topic, text, or issue under study.
- **DLM.LA.7.EESL.7.2\_3** - With support, identify graphic, visual, tactual, or other information that represents a particular topic.
- **DLM.LA.7.SL.7.3** - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- **DLM.LA.7.EESL.7.3\_4** - Determine whether the claims made by a speaker are fact or opinion.
- **DLM.LA.7.EESL.7.3** - After listening to a speaker, recall the speaker's claims and determine whether they are fact or opinion.
- **DLM.LA.7.EESL.7.3\_1** - Determine whether the claims made by a speaker are fact or opinion.
- **DLM.LA.7.EESL.7.3\_2** - Determine whether one specific claim made by a speaker is fact or opinion.
- **DLM.LA.7.EESL.7.3\_3** - Communicate own opinion about a claim made by a speaker.
- **DLM.LA.7..PKI** - Presentation of Knowledge and Ideas
- **DLM.LA.7.SL.7.4** - Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- **DLM.LA.7.EESL.7.4\_4** - Present findings including descriptions, facts, or details related to a main idea or theme.
- **DLM.LA.7.EESL.7.4** - Present own findings including descriptions, facts, or details related to a main idea or theme.
- **DLM.LA.7.EESL.7.4\_1** - Present findings including descriptions, facts, or details related to a main idea or theme.
- **DLM.LA.7.EESL.7.4\_2** - Present findings including details related to a main idea or theme.
- **DLM.LA.7.EESL.7.4\_3** - Indicate a detail related to a selected topic.
- **DLM.LA.7.SL.7.5** - Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

- **DLM.LA.7.EESL.7.5\_4** - Select or create an audio recording, images, photographs, or other visual/tactual displays to emphasize points in presentations.
- **DLM.LA.7.EESL.7.5** - Select or create an audio recording, images, photographs, or other visual/tactual displays to emphasize points and enhance the overall presentations.
- **DLM.LA.7.EESL.7.5\_1** - Select or create an audio recording, images, photographs, or other visual/tactual displays to emphasize points in presentations.
- **DLM.LA.7.EESL.7.5\_2** - Select items, images, or photographs to create a visual or tactual display.
- **DLM.LA.7.EESL.7.5\_3** - Select items for a visual or tactual display for the group to use in a presentation.
- **DLM.LA.7.SL.7.6** - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **DLM.LA.7.EESL.7.6\_4** - Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.
- **DLM.LA.7.EESL.7.6** - Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner demonstrating understanding of formal English.
- **DLM.LA.7.EESL.7.6\_1** - Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.
- **DLM.LA.7.EESL.7.6\_2** - Participate in communication activities with a partner.
- **DLM.LA.7.EESL.7.6\_3** - Communicate with multiple communication partners.
- **DLM.LA.7.L.7** - Language
  - **DLM.LA.7..CSE** - Conventions of Standard English
    - **DLM.LA.7.L.7.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
      - **DLM.LA.7.L.7.1.a** - Explain the function of phrases and clauses in general and their function in specific sentences.
      - **DLM.LA.7.EEL.7.1** - Demonstrate standard English grammar and usage when writing or communicating.
        - **DLM.LA.7.EEL.7.1.a\_4** - Produce simple complete sentences when writing or communicating.
        - **DLM.LA.7.EEL.7.1.a** - Produce a combination of simple and complex complete sentences when writing and communicating.
          - **DLM.LA.7.EEL.7.1.a\_1** - Produce simple complete sentences when writing or communicating.
          - **DLM.LA.7.EEL.7.1.a\_2** - Use multiple word utterances when writing or communicating.
          - **DLM.LA.7.EEL.7.1.a\_3** - Respond to standard English grammar and usage when communicating.
        - **DLM.LA.7.L.7.1.b** - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
          - **DLM.LA.7.EEL.7.1.b** - N/A
          - **DLM.LA.7.L.7.1.c** - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
            - **DLM.LA.7.EEL.7.1.c** - N/A

- **DLM.LA.7.L.7.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **DLM.LA.7.L.7.2.a** - Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
- **DLM.LA.7.EEL.7.2** - Demonstrate understanding of conventions of standard English when writing.
- **DLM.LA.7.EEL.7.2.a** - Use end punctuation when writing a sentence or question.
- **DLM.LA.7.EEL.7.2.a\_1** - Use end punctuation when writing text with multiple sentences.
- **DLM.LA.7.EEL.7.2.a\_2** - Use end punctuation when writing a sentence or question.
- **DLM.LA.7.EEL.7.2.a\_3** - Use a period to end a sentence.
- **DLM.LA.7.EEL.7.2.a\_4** - Participate in shared writing of sentences.
- **DLM.LA.7.L.7.2.b** - Spell correctly.
- **DLM.LA.7.EEL.7.2.b\_4** - Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
- **DLM.LA.7.EEL.7.2.b** - Spell multi-syllable words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
- **DLM.LA.7.EEL.7.2.b\_1** - Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
- **DLM.LA.7.EEL.7.2.b\_2** - Spell common sight words correctly.
- **DLM.LA.7.EEL.7.2.b\_3** - Demonstrate awareness of letters and words.
- **DLM.LA.7..KL** - Knowledge of Language
  - **DLM.LA.7.L.7.3** - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - **DLM.LA.7.L.7.3.a** - Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
  - **DLM.LA.7.EEL.7.3\_3** - Use language to achieve desired meaning when writing or communicating.
  - **DLM.LA.7.EEL.7.3.a** - Use precise language as required to achieve desired meaning.
  - **DLM.LA.7.EEL.7.3** - Use precise language as required to achieve desired meaning.
  - **DLM.LA.7.EEL.7.3\_1** - Use language to communicate.
  - **DLM.LA.7.EEL.7.3\_2** - Acknowledge and respond to communication.
- **DLM.LA.7..VAU** - Vocabulary Acquisition and Use
  - **DLM.LA.7.L.7.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
  - **DLM.LA.7.L.7.4.a** - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - **DLM.LA.7.EEL.7.4** - Demonstrate knowledge of new vocabulary drawn from reading and content areas.
  - **DLM.LA.7.EEL.7.4.a\_4** - Use context to identify which word in an array of content related words is missing from a sentence.
  - **DLM.LA.7.EEL.7.4.a** - Use context to determine the meaning of a new word.
  - **DLM.LA.7.EEL.7.4.a\_1** - Use context to identify which word in an array of content-related words is missing from a sentence.

- **DLM.LA.7.EEL.7.4.a\_2** - Match vocabulary to meaning.
- **DLM.LA.7.EEL.7.4.a\_3** - Demonstrate an understanding of the meaning of common words.
- **DLM.LA.7.L.7.4.b** - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- **DLM.LA.7.EEL.7.4.b** - N/A
- **DLM.LA.7.L.7.4.c** - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- **DLM.LA.7.EEL.7.4.c\_4** - Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
- **DLM.LA.7.EEL.7.4.c** - Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
- **DLM.LA.7.EEL.7.4.c\_1** - Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
- **DLM.LA.7.EEL.7.4.c\_2** - Recognize a new word when encountered while reading or communicating.
- **DLM.LA.7.EEL.7.4.c\_3** - Asks for help when needed.
- **DLM.LA.7.L.7.4.d** - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **DLM.LA.7.EEL.7.4.d** - N/A
- **DLM.LA.7.L.7.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **DLM.LA.7.L.7.5.a** - Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- **DLM.LA.7.EEL.7.5\_4** - Demonstrate an understanding of word relationships.
- **DLM.LA.7.EEL.7.5.a** - Demonstrate understanding of synonyms and antonyms.
- **DLM.LA.7.EEL.7.5** - Produce synonyms and antonyms.
- **DLM.LA.7.EEL.7.5\_1** - Demonstrate understanding of synonyms and antonyms.
- **DLM.LA.7.EEL.7.5\_2** - Identify common words that are opposites.
- **DLM.LA.7.EEL.7.5\_3** - Sort words into categories.
- **DLM.LA.7.L.7.5.b** - Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- **DLM.LA.7.EEL.7.5.b** - N/A
- **DLM.LA.7.L.7.5.c** - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- **DLM.LA.7.EEL.7.5.c** - N/A
- **DLM.LA.7.L.7.6** - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **DLM.LA.7.EEL.7.6\_4** - Use general academic and domain-specific words and phrases.

- **DLM.LA.7.EEL.7.6** - Acquire and use general academic and domain-specific words and phrases.
- **DLM.LA.7.EEL.7.6\_1** - Use general academic and domain-specific words and phrases.
- **DLM.LA.7.EEL.7.6\_2** - Identify general academic and domain-specific words.
- **DLM.LA.7.EEL.7.6\_3** - Identify pictures and other symbols that represent general academic and domain-specific words.
- **DLM.LA.8.RL.8** - Reading Literature
  - **DLM.LA.8..KID** - Key Ideas and Details
    - **DLM.LA.8.RL.8.1** - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
    - **DLM.LA.8.EERL.8.1\_4** - Cite text to support inferences from stories and poems.
    - **DLM.LA.8.EERL.8.1** - Cite text to support what is inferred versus what is stated explicitly in the text.
    - **DLM.LA.8.EERL.8.1\_1** - Cite text to support inferences from stories and poems.
    - **DLM.LA.8.EERL.8.1\_2** - Identify which evidence from an array of text citations support an inference.
    - **DLM.LA.8.EERL.8.1\_3** - Indicate whether an example is a citation from the text or not.
  - **DLM.LA.8.RL.8.2** - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
    - **DLM.LA.8.EERL.8.2\_4** - Provide a summary of a familiar text.
    - **DLM.LA.8.EERL.8.2** - Provide a summary of a text.
    - **DLM.LA.8.EERL.8.2\_1** - Provide a summary of a familiar text.
    - **DLM.LA.8.EERL.8.2\_2** - Identify a summary that reflects a familiar story.
    - **DLM.LA.8.EERL.8.2\_3** - Identify parts of a familiar story.
  - **DLM.LA.8.RL.8.3** - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
    - **DLM.LA.8.EERL.8.3\_4** - Identify which incidents in a story or drama lead to subsequent action.
    - **DLM.LA.8.EERL.8.3** - Explain how incidents in a story or drama lead to subsequent incidents.
    - **DLM.LA.8.EERL.8.3\_1** - Identify which incidents in a story or drama lead to subsequent action.
    - **DLM.LA.8.EERL.8.3\_2** - Given two or more incidents from a book, identify which one led to the other.
    - **DLM.LA.8.EERL.8.3\_3** - Sequence two or more incidents from a familiar story.
- **DLM.LA.8..CS\_1** - Craft and Structure
  - **DLM.LA.8.RL.8.4** - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
    - **DLM.LA.8.EERL.8.4\_4** - Determine meanings of words and phrases in literature including figurative language.
    - **DLM.LA.8.EERL.8.4** - Express meanings of words and phrases in literature including figurative language.
    - **DLM.LA.8.EERL.8.4\_1** - Determine meanings of words and phrases in literature including figurative language.
    - **DLM.LA.8.EERL.8.4\_2** - Identify multiple meaning words in literature.
    - **DLM.LA.8.EERL.8.4\_3** - Identify meaning of words in literature.

- **DLM.LA.8.RL.8.5** - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- **DLM.LA.8.EERL.8.5** - Compare and contrast the structure of two or more texts.
- **DLM.LA.8.EERL.8.5\_1** - Compare and contrast the structure of two or more texts.
- **DLM.LA.8.EERL.8.5\_2** - Compare and contrast the structure of two texts with obviously different structures.
- **DLM.LA.8.EERL.8.5\_3** - Identify common structures used in a familiar texts.
- **DLM.LA.8.EERL.8.5\_4** - After listening to a familiar text, decide if it is a story or a poem.
- **DLM.LA.8.RL.8.6** - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- **DLM.LA.8.EERL.8.6\_4** - Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.
- **DLM.LA.8.EERL.8.6** - Compare points of view of characters in a story and the audience or reader in a text with suspense or humor.
- **DLM.LA.8.EERL.8.6\_1** - Determine a difference in the points of view of a character and the audience or reader in a text with suspense or humor.
- **DLM.LA.8.EERL.8.6\_2** - Identify the point of view of a character in a story that is humorous or suspenseful.
- **DLM.LA.8.EERL.8.6\_3** - Identify a character in a story.
- **DLM.LA.8.IKI** - Integration of Knowledge and Ideas
- **DLM.LA.8.RL.8.7** - Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- **DLM.LA.8.EERL.8.7\_4** - Compare and contrast a scene from a filmed or live production of a story or drama to the text or script.
- **DLM.LA.8.EERL.8.7** - Compare and contrast a filmed or live production of a story or drama to the text or script.
- **DLM.LA.8.EERL.8.7\_1** - Compare and contrast a scene from a filmed or live production of a story or drama to the text or script.
- **DLM.LA.8.EERL.8.7\_2** - Match a scene in a filmed or live production with the parallel scene in the text version.
- **DLM.LA.8.EERL.8.7\_3** - Match illustrations of characters in a book with the characters in a film or live production.
- **DLM.LA.8.RL.8.8** - (Not applicable to literature)
- **DLM.LA.8.EERL.8.8** - N/A
- **DLM.LA.8.RL.8.9** - Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- **DLM.LA.8.EERL.8.9\_4** - Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.
- **DLM.LA.8.EERL.8.9** - Compare and contrast themes, patterns of events, or characters across one modern and one traditional story, myth, or religious work.

- **DLM.LA.8.EERL.8.9\_1** - Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.
- **DLM.LA.8.EERL.8.9\_2** - Identify the theme, pattern of events, or characters from a story.
- **DLM.LA.8.EERL.8.9\_3** - Identify a character in a story.
- **DLM.LA.8.RRL** - Range of Reading and Level of Text Complexity
- **DLM.LA.8.RL.8.10** - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- **DLM.LA.8.EERL.8.10** - \*\*This Essential Element references all elements above.
- **DLM.LA.8.RI.8** - Reading Informational Text
- **DLM.LA.8.KID\_1** - Key Ideas and Details
- **DLM.LA.8.RI.8.1** - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **DLM.LA.8.EERI.8.1\_4** - Cite text to support inferences from informational text.
- **DLM.LA.8.EERI.8.1** - Cite text to support analysis and inferences from informational text.
- **DLM.LA.8.EERI.8.1\_1** - Cite text to support inferences from informational text.
- **DLM.LA.8.EERI.8.1\_2** - Identify text as a key idea or evidence in a text.
- **DLM.LA.8.EERI.8.1\_3** - Identify a type of informational text.
- **DLM.LA.8.RI.8.2** - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- **DLM.LA.8.EERI.8.2\_4** - Provide a summary of a familiar informational text.
- **DLM.LA.8.EERI.8.2** - Provide a summary of an informational text.
- **DLM.LA.8.EERI.8.2\_1** - Provide a summary of a familiar informational text.
- **DLM.LA.8.EERI.8.2\_2** - Identify a summary that reflects a familiar informational text.
- **DLM.LA.8.EERI.8.2\_3** - Identify parts of a familiar informational text.
- **DLM.LA.8.RI.8.3** - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **DLM.LA.8.EERI.8.3\_4** - Make connections between key individuals or events in a text.
- **DLM.LA.8.EERI.8.3** - Make connections and distinctions between key individuals and events in a text.
- **DLM.LA.8.EERI.8.3\_1** - Make connections between key individuals or events in a text.
- **DLM.LA.8.EERI.8.3\_2** - Identify a character or event in a text and compare to another character or event.
- **DLM.LA.8.EERI.8.3\_3** - Identify an individual or event in a text.
- **DLM.LA.8.CS** - Craft and Structure
- **DLM.LA.8.RI.8.4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **DLM.LA.8.EERI.8.4\_4** - Determine meanings of words and phrases in informational text including figurative language.
- **DLM.LA.8.EERI.8.4** - Express meanings of words and phrases in informational text including figurative language.
- **DLM.LA.8.EERI.8.4\_1** - Determine meanings of words and phrases in literature including figurative language.

- **DLM.LA.8.EERI.8.4\_2** - Identify the meaning of multiple meaning words as they are used in informational text.
- **DLM.LA.8.EERI.8.4\_3** - Identify a word from an informational text.
- **DLM.LA.8.RI.8.5** - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- **DLM.LA.8.EERI.8.5\_4** - Determine the role of sentences in a paragraph (e.g., topic sentence, supporting details, and examples).
- **DLM.LA.8.EERI.8.5** - Determine a topic sentence and two supporting details or example.
- **DLM.LA.8.EERI.8.5\_1** - Determine the role of sentences in a paragraph (e.g., topic sentence, details, and examples).
- **DLM.LA.8.EERI.8.5\_2** - Identify a detail.
- **DLM.LA.8.EERI.8.5\_3** - Indicate bold print or a highlighted word.
- **DLM.LA.8.RI.8.6** - Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- **DLM.LA.8.EERI.8.6\_4** - Determine an author's purpose or point of view.
- **DLM.LA.8.EERI.8.6** - Determine an author's purpose and point of view and identify an opposing point of view.
- **DLM.LA.8.EERI.8.6\_1** - Determine an author's purpose or point of view.
- **DLM.LA.8.EERI.8.6\_2** - Identify a resource based on its purpose.
- **DLM.LA.8.EERI.8.6\_3** - Request a resource.
- **DLM.LA.8..IKI\_1** - Integration of Knowledge and Ideas
- **DLM.LA.8.RI.8.7** - Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- **DLM.LA.8.EERI.8.7\_4** - Select medium based on the advantages and disadvantages of using print, digital text, video, or multimedia to present a topic or idea.
- **DLM.LA.8.EERI.8.7** - Use the best media to create a project using a media source.
- **DLM.LA.8.EERI.8.7\_1** - Select medium based on the advantages and disadvantages of using print, digital text, video, or multimedia to present a topic or idea.
- **DLM.LA.8.EERI.8.7\_2** - Recognize different functions of media sources.
- **DLM.LA.8.EERI.8.7\_3** - Identify media sources.
- **DLM.LA.8.RI.8.8** - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- **DLM.LA.8.EERI.8.8\_4** - Determine whether claims in a text are fact or opinion.
- **DLM.LA.8.EERI.8.8** - Determine whether claims in a text are fact or opinion and identify evidence to support facts.
- **DLM.LA.8.EERI.8.8\_1** - Determine whether claims in a text are fact or opinion.
- **DLM.LA.8.EERI.8.8\_2** - Identify a factual statement from a text.
- **DLM.LA.8.EERI.8.8\_3** - Respond to a statement about a passage.
- **DLM.LA.8.RI.8.9** - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

- **DLM.LA.8.EERI.8.9\_4** - Compare and contrast the key information in two different texts on the same topic.
- **DLM.LA.8.EERI.8.9** - Compare and contrast the key information in more than two different texts on the same topic.
- **DLM.LA.8.EERI.8.9\_1** - Compare and contrast the key information in two different texts on the same topic.
- **DLM.LA.8.EERI.8.9\_2** - Identify a fact from informational text.
- **DLM.LA.8.EERI.8.9\_3** - Identify a fact.
- **DLM.LA.8..RRL\_1** - Range of Reading and Level of Text Complexity
- **DLM.LA.8.RI.8.10** - By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
- **DLM.LA.8.EERI.8.10** - \*\*This Essential Element references all elements above.
- **DLM.LA.8.W.8** - Writing
- **DLM.LA.8..TTP** - Text Types and Purposes
- **DLM.LA.8.W.8.1** - Write arguments to support claims with clear reasons and relevant evidence.
- **DLM.LA.8.W.8.1.a** - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- **DLM.LA.8.W.8.1.b** - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- **DLM.LA.8.EEW.8.1.a-b\_4** - Write an argument to support claims with one clear reason or piece of evidence.
- **DLM.LA.8.EEW.8.1.a-b** - Write an argument to support claims with clear reasons or evidences.
- **DLM.LA.8.EEW.8.1.a-b\_1** - Write an argument to support claims with one clear reason or piece of evidence.
- **DLM.LA.8.EEW.8.1.a-b\_2** - With teacher guidance and support, write a claim with one clear reason or piece of evidence.
- **DLM.LA.8.EEW.8.1.a-b\_3** - With guidance and support, state agreement or disagreement with claims written by peers.
- **DLM.LA.8.W.8.1.c** - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- **DLM.LA.8.EEW.8.1.c** - N/A
- **DLM.LA.8.W.8.1.d** - Establish and maintain a formal style.
- **DLM.LA.8.EEW.8.1.d** - N/A
- **DLM.LA.8.W.8.1.e** - Provide a concluding statement or section that follows from and supports the argument presented.
- **DLM.LA.8.EEW.8.1.e** - N/A
- **DLM.LA.8.W.8.2** - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **DLM.LA.8.W.8.2.a** - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- **DLM.LA.8.W.8.2.b** - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- **DLM.LA.8.EEW.8.2.a-b\_4** - Write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed.
- **DLM.LA.8.EEW.8.2.a-b** - Write to convey ideas and information clearly, grouping ideas into categories including facts, details, and other information as well as graphics and multimedia as needed.
- **DLM.LA.8.EEW.8.2.a-b\_1** - Write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed.
- **DLM.LA.8.EEW.8.2.a-b\_2** - With guidance and support, write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed.
- **DLM.LA.8.EEW.8.2.a-b\_3** - With guidance and support, participate in shared writing to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed.
- **DLM.LA.8.W.8.2.c** - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- **DLM.LA.8.EEW.8.2.c** - N/A
- **DLM.LA.8.W.8.2.d** - Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **DLM.LA.8.EEW.8.2.d** - N/A
- **DLM.LA.8.W.8.2.e** - Establish and maintain a formal style.
- **DLM.LA.8.EEW.8.2.e** - N/A
- **DLM.LA.8.W.8.2.f** - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **DLM.LA.8.EEW.8.2.f** - N/A
- **DLM.LA.8.W.8.3** - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **DLM.LA.8.W.8.3.a** - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- **DLM.LA.8.W.8.3.b** - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- **DLM.LA.8.EEW.8.3** - Select an event or personal experience and write about it.
- **DLM.LA.8.EEW.8.3.a-b\_4** - Introduce the experience or situation, at least one character, and two or more events in sequence.
- **DLM.LA.8.EEW.8.3.a-b** - Introduce the experience or situation, multiple characters, and multiple events in sequence.
- **DLM.LA.8.EEW.8.3.a-b\_1** - Introduce the experience or situation, at least one character, and two or more events in sequence.
- **DLM.LA.8.EEW.8.3.a-b\_2** - With guidance and support, introduce the experience or situation, at least one character, and two or more events in sequence.
- **DLM.LA.8.EEW.8.3.a-b\_3** - With guidance and support, communicate about a personal experience.

- **DLM.LA.8.W.8.3.c** - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- **DLM.LA.8.EEW.8.3.c** - N/A
- **DLM.LA.8.W.8.3.d** - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- **DLM.LA.8.EEW.8.3.d** - N/A
- **DLM.LA.8.W.8.3.e** - Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **DLM.LA.8.EEW.8.3.e** - N/A
- **DLM.LA.8.PDW** - Production and Distribution of Writing
- **DLM.LA.8.W.8.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **DLM.LA.8.EEW.8.4\_3** - Produce writing that is appropriate for the task, purpose, or audience.
- **DLM.LA.8.EEW.8.4** - Produce writing that is appropriate for the task, purpose, or audience.
- **DLM.LA.8.EEW.8.4\_1** - With guidance and support, produce writing that is appropriate for the task, purpose, or audience.
- **DLM.LA.8.EEW.8.4\_2** - With guidance and support, produce writing for a variety of purposes.
- **DLM.LA.8.W.8.5** - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **DLM.LA.8.EEW.8.5\_4** - With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.
- **DLM.LA.8.EEW.8.5** - Plan by brainstorming and revise own writing by adding more information.
- **DLM.LA.8.EEW.8.5\_1** - With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.
- **DLM.LA.8.EEW.8.5\_2** - With guidance and support from adults and peers, plan by brainstorming to strengthen own writing.
- **DLM.LA.8.EEW.8.5\_3** - With guidance and support from peers and adults, write.
- **DLM.LA.8.W.8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- **DLM.LA.8.EEW.8.6\_4** - Use technology, including the Internet, to produce writing to interact and collaborate with others.
- **DLM.LA.8.EEW.8.6** - Use technology, including the Internet, to produce writing while interacting and collaborating with others.
- **DLM.LA.8.EEW.8.6\_1** - Use technology, including the Internet, to produce writing to interact and collaborate with others.
- **DLM.LA.8.EEW.8.6\_2** - With guidance and support from adults, use technology, including the Internet, to produce writing to interact and collaborate with others.
- **DLM.LA.8.EEW.8.6\_3** - With guidance and support, use technology to interact and collaborate with others in shared writing activities.

- **DLM.LA.8.EEW.8.6.Ex** - Use voice output communication devices to interact with peers during collaborative writing projects, pointing out ideas or words they would like added to the text.
- **DLM.LA.8.RBP** - Research to Build and Present Knowledge
- **DLM.LA.8.W.8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **DLM.LA.8.EEW.8.7\_4** - Conduct short research projects to answer and pose questions based on one source of information.
- **DLM.LA.8.EEW.8.7** - Conduct short research projects to answer and pose questions based on multiple sources of information.
- **DLM.LA.8.EEW.8.7\_1** - Conduct short research projects to answer and pose questions based on one source of information.
- **DLM.LA.8.EEW.8.7\_2** - With guidance and support, conduct short research projects to answer questions based on one source of information.
- **DLM.LA.8.EEW.8.7\_3** - With guidance and support, participate in shared research and writing to answer questions.
- **DLM.LA.8.W.8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **DLM.LA.8.EEW.8.8\_4** - Select quotes from multiple print or digital sources that provide important information about a topic.
- **DLM.LA.8.EEW.8.8** - Select quotes from multiple print or digital sources that state conclusions about a topic.
- **DLM.LA.8.EEW.8.8\_1** - Select quotes from multiple print or digital sources that provide important information about a topic.
- **DLM.LA.8.EEW.8.8\_2** - Select quotes from print or digital sources that provide information about a topic.
- **DLM.LA.8.EEW.8.8\_3** - With guidance and support during shared reading, identify when information about a topic is read.
- **DLM.LA.8.W.8.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **DLM.LA.8.W.8.9.a** - Apply grade 8 Reading standards to literature (e.g., Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new ).
- **DLM.LA.8.EEW.8.9** - Use information from literary and informational text to support writing.
- **DLM.LA.8.EEW.8.9.a\_3** - 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. ).
- **DLM.LA.8.EEW.8.9.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. ).
- **DLM.LA.8.EEW.8.9.a\_1** - With guidance and support, 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. ).

- **DLM.LA.8.EEW.8.9.a\_2** - With guidance and support from adults and peers, participate in shared writing activities that 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. ).
- **DLM.LA.8.W.8.9.b** - Apply grade 8 Reading standards to literary nonfiction (e.g., Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced ).
- **DLM.LA.8.EEW.8.9.b\_4** - Apply Essential Elements of Grade 8 Reading Standards to informational text (e.g., Determine whether claims in a text are fact or opinion. ).
- **DLM.LA.8.EEW.8.9.b** - Apply Essential Elements of Grade 8 Reading Standards to informational text (e.g., Determine whether claims in a text are fact or opinion and identify evidence to support facts. ).
- **DLM.LA.8.EEW.8.9.b\_1** - Apply Essential Elements of Grade 8 Reading Standards to informational text (e.g., Determine whether claims in a text are fact or opinion. ).
- **DLM.LA.8.EEW.8.9.b\_2** - With guidance and support, apply Essential Elements of Grade 8 Reading Standards to informational text (e.g., Determine whether claims in a text are fact or opinion. ).
- **DLM.LA.8.EEW.8.9.b\_3** - With guidance and support, participate in group writing activities applying Essential Elements of Grade 8 Reading Standards to informational text (e.g., Determine whether claims in a text are fact or opinion. ).
- **DLM.LA.8..RW** - Range of Writing
  - **DLM.LA.8.W.8.10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
  - **DLM.LA.8.EEW.8.10\_4** - Write routinely for a variety of tasks, purposes, and audiences.
  - **DLM.LA.8.EEW.8.10** - Write routinely over extended time frames (research, reflection, and revision).
  - **DLM.LA.8.EEW.8.10\_1** - Write routinely for a variety of tasks, purposes, and audiences.
  - **DLM.LA.8.EEW.8.10\_2** - With guidance and support, write routinely for a variety of tasks, purposes, and audiences.
  - **DLM.LA.8.EEW.8.10\_3** - With guidance and support, communicate routinely in ways that are linked to writing for a variety of purposes and audiences.
- **DLM.LA.8.SL.8** - Speaking and Listening
  - **DLM.LA.8..CC** - Comprehension and Collaboration
    - **DLM.LA.8.SL.8.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
    - **DLM.LA.8.SL.8.1.a** - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - **DLM.LA.8.EESL.8.1** - Listen and communicate with a variety of partners in order to discuss issues regarding the content.
  - **DLM.LA.8.EESL.8.1.a\_4** - Come to discussions prepared to share information previously studied.
  - **DLM.LA.8.EESL.8.1.a** - Come to discussions with self-created materials or supports to use in sharing information.

- **DLM.LA.8.EESL.8.1.a\_1** - Come to discussions prepared to share information.
- **DLM.LA.8.EESL.8.1.a\_2** - Prepare for discussions.
- **DLM.LA.8.EESL.8.1.a\_3** - Participate in discussions.
- **DLM.LA.8.SL.8.1.b** - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- **DLM.LA.8.EESL.8.1.b\_4** - Follow simple rules and carry out assigned roles during discussions.
- **DLM.LA.8.EESL.8.1.b** - Follow simple rules and carry out roles during discussions.
- **DLM.LA.8.EESL.8.1.b\_1** - Follow simple rules and carry out assigned roles during discussions.
- **DLM.LA.8.EESL.8.1.b\_2** - With guidance and support from adults and peers, follow simple rules for discussions.
- **DLM.LA.8.EESL.8.1.b\_3** - With guidance and support from adults and peers, follow rules during group discussions.
- **DLM.LA.8.SL.8.1.c** - Pose questions that connect the ideas of several speakers and respond to others questions and comments with relevant evidence, observations, and ideas.
- **DLM.LA.8.SL.8.1.d** - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- **DLM.LA.8.EESL.8.1.c-d\_4** - Respond to others questions and comments by answering questions regarding content.
- **DLM.LA.8.EESL.8.1.c-d** - Respond to others questions and comments by asking and answering questions regarding content.
- **DLM.LA.8.EESL.8.1.c-d\_1** - Respond to others questions and comments by answering questions regarding content.
- **DLM.LA.8.EESL.8.1.c-d\_2** - Respond to information presented by an unfamiliar person.
- **DLM.LA.8.EESL.8.1.c-d\_3** - Respond to presentations by others.
- **DLM.LA.8.SL.8.2** - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- **DLM.LA.8.EESL.8.2\_4** - Describe the purpose of information presented in graphical, oral, visual, or multimodal formats.
- **DLM.LA.8.EESL.8.2** - Relate information to its purpose as presented in graphical, oral, visual, or multimodal formats.
- **DLM.LA.8.EESL.8.2\_1** - Describe the purpose of information presented in graphical, oral, visual, or multimodal formats.
- **DLM.LA.8.EESL.8.2\_2** - Identify the topic of information presented in oral, visual, or multimodal formats.
- **DLM.LA.8.EESL.8.2\_3** - Identify one detail or fact from information presented in oral, visual, or multimodal formats.
- **DLM.LA.8.SL.8.3** - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- **DLM.LA.8.EESL.8.3\_4** - Determine whether claims in an oral presentation are fact or opinion.
- **DLM.LA.8.EESL.8.3** - Determines which claims in an oral presentation are fact and which are opinion.
- **DLM.LA.8.EESL.8.3\_1** - Determine whether claims in an oral presentation are fact or opinion.

- **DLM.LA.8.EESL.8.3\_2** - Determine whether a single claim made by a speaker is fact or opinion.
- **DLM.LA.8.EESL.8.3\_3** - State own opinion on a topic.
- **DLM.LA.8..PKI** - Presentation of Knowledge and Ideas
- **DLM.LA.8.SL.8.4** - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- **DLM.LA.8.EESL.8.4\_4** - Present findings including relevant details.
- **DLM.LA.8.EESL.8.4** - Present findings including relevant details to support claims.
- **DLM.LA.8.EESL.8.4\_1** - Present findings including relevant details.
- **DLM.LA.8.EESL.8.4\_2** - Present findings.
- **DLM.LA.8.EESL.8.4\_3** - With guidance and support, present findings from a group project.
- **DLM.LA.8.SL.8.5** - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- **DLM.LA.8.EESL.8.5\_4** - Integrate multimedia and visual information into presentations.
- **DLM.LA.8.EESL.8.5** - Create a presentation with multimedia and visual information integrated throughout.
- **DLM.LA.8.EESL.8.5\_1** - Integrate multimedia and visual information into presentations.
- **DLM.LA.8.EESL.8.5\_2** - Select visuals and other multimedia elements to include in a presentation.
- **DLM.LA.8.EESL.8.5\_3** - With guidance and support, select a visual or other multimedia element to include in a group presentation.
- **DLM.LA.8.SL.8.6** - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **DLM.LA.8.EESL.8.6\_4** - Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.
- **DLM.LA.8.EESL.8.6** - Adapt communication to a variety of contexts and tasks using complete sentences when indicated for formal situations.
- **DLM.LA.8.EESL.8.6\_1** - Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.
- **DLM.LA.8.EESL.8.6\_2** - Communicate in a variety of contexts and tasks using complete sentences when asked.
- **DLM.LA.8.EESL.8.6\_3** - Communicate in a variety of contexts.
- **DLM.LA.8.L.8** - Language
- **DLM.LA.8..CSE** - Conventions of Standard English
- **DLM.LA.8.L.8.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **DLM.LA.8.L.8.1.a** - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- **DLM.LA.8.EEL.8.1** - Demonstrate conventions of standard English grammar when writing or communicating.
- **DLM.LA.8.EEL.8.1.a** - N/A
- **DLM.LA.8.L.8.1.b** - Form and use verbs in the active and passive voice.

- **DLM.LA.8.EEL.8.1.b\_4** - Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).
- **DLM.LA.8.EEL.8.1.b** - Form and use the simple regular and irregular verb tenses (e.g., I eat, I ate, I am eating).
- **DLM.LA.8.EEL.8.1.b\_1** - Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).
- **DLM.LA.8.EEL.8.1.b\_2** - Use past tense verbs when writing or communicating.
- **DLM.LA.8.EEL.8.1.b\_3** - Demonstrate understanding of common verbs.
- **DLM.LA.8.L.8.1.c** - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- **DLM.LA.8.EEL.8.1.c** - N/A
- **DLM.LA.8.L.8.1.d** - Recognize and correct inappropriate shifts in verb voice and mood.
- **DLM.LA.8.EEL.8.1.d\_4** - Use appropriate verbs to match nouns.
- **DLM.LA.8.EEL.8.1.d** - Shift nouns and verbs to match as appropriate.
- **DLM.LA.8.EEL.8.1.d\_1** - Use appropriate verbs to match nouns.
- **DLM.LA.8.EEL.8.1.d\_2** - Combine verb + noun in writing or communication.
- **DLM.LA.8.EEL.8.1.d\_3** - Demonstrate understanding of common verbs.
- **DLM.LA.8.L.8.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **DLM.LA.8.L.8.2.a** - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- **DLM.LA.8.EEL.8.2** - Demonstrate understanding of conventions of standard English when writing.
- **DLM.LA.8.EEL.8.2.a\_4** - Use end punctuation and capitalization when writing a sentence or question.
- **DLM.LA.8.EEL.8.2.a** - Use end punctuation and capitalization when writing text with multiple sentences.
- **DLM.LA.8.EEL.8.2.a\_1** - Use end punctuation and capitalization when writing a sentence or question.
- **DLM.LA.8.EEL.8.2.a\_2** - Use a period to end a sentence and capitalize the first word.
- **DLM.LA.8.EEL.8.2.a\_3** - Participate in shared writing of sentences.
- **DLM.LA.8.L.8.2.b** - Use an ellipsis to indicate an omission.
- **DLM.LA.8.EEL.8.2.b** - N/A
- **DLM.LA.8.L.8.2.c** - Spell correctly.
- **DLM.LA.8.EEL.8.2.c\_4** - Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
- **DLM.LA.8.EEL.8.2.c** - Spell two-syllable words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
- **DLM.LA.8.EEL.8.2.c\_1** - Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
- **DLM.LA.8.EEL.8.2.c\_2** - Student spells common sight words correctly.
- **DLM.LA.8.EEL.8.2.c\_3** - Demonstrate awareness of letters and words.
- **DLM.LA.8..KL** - Knowledge of Language
  - **DLM.LA.8.L.8.3** - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - **DLM.LA.8.L.8.3.a** - Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

- **DLM.LA.8.EEL.8.3** - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **DLM.LA.8.EEL.8.3.a\_3** - Use to-be verbs (am, are, is, was, were, be, become, became) accurately when writing and communicating.
- **DLM.LA.8.EEL.8.3.a** - Use to-be verbs (am, are, is, was, were, be, become, became) accurately when writing and communicating.
- **DLM.LA.8.EEL.8.3.a\_1** - Uses I am and I was accurately when writing and communicating.
- **DLM.LA.8.EEL.8.3.a\_2** - Demonstrates understanding of common verbs.
- **DLM.LA.8.VAU** - Vocabulary Acquisition and Use
- **DLM.LA.8.L.8.4** - Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- **DLM.LA.8.L.8.4.a** - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- **DLM.LA.8.EEL.8.4** - Demonstrate knowledge of new vocabulary drawn from reading and content areas.
- **DLM.LA.8.EEL.8.4.a\_4** - Use context to identify which word in an array of content related words is missing from a sentence.
- **DLM.LA.8.EEL.8.4.a** - Use context to determine the meaning of a new word.
- **DLM.LA.8.EEL.8.4.a\_1** - Use context to identify which word in an array of content-related words is missing from a sentence.
- **DLM.LA.8.EEL.8.4.a\_2** - Match vocabulary to meaning.
- **DLM.LA.8.EEL.8.4.a\_3** - Demonstrate an understanding of the meaning of common words.
- **DLM.LA.8.L.8.4.b** - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- **DLM.LA.8.EEL.8.4.b** - N/A
- **DLM.LA.8.L.8.4.c** - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- **DLM.LA.8.EEL.8.4.c\_4** - Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
- **DLM.LA.8.EEL.8.4.c** - Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
- **DLM.LA.8.EEL.8.4.c\_1** - Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.
- **DLM.LA.8.EEL.8.4.c\_2** - Recognize a new word when encountered while reading or communicating.
- **DLM.LA.8.EEL.8.4.c\_3** - Asks for help when needed.
- **DLM.LA.8.L.8.4.d** - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **DLM.LA.8.EEL.8.4.d** - N/A
- **DLM.LA.8.L.8.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **DLM.LA.8.L.8.5.a** - Interpret figures of speech (e.g. verbal irony, puns) in context.
- **DLM.LA.8.EEL.8.5** - Demonstrate an understanding of word relationships.
- **DLM.LA.8.EEL.8.5.a\_4** - Demonstrate understanding of the use of multiple meaning words.
- **DLM.LA.8.EEL.8.5.a** - Uses multiple meaning words.
- **DLM.LA.8.EEL.8.5.a\_1** - Demonstrate understanding of the use of multiple meaning words.
- **DLM.LA.8.EEL.8.5.a\_2** - Demonstrate understanding of common idioms that include multiple meaning words.
- **DLM.LA.8.EEL.8.5.a\_3** - Respond to a common idiom used by a peer.
- **DLM.LA.8.L.8.5.b** - Use the relationship between particular words to better understand each of the words.
- **DLM.LA.8.EEL.8.5.b\_4** - Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household).
- **DLM.LA.8.EEL.8.5.b** - Use compound and complex words when writing and communicating.
- **DLM.LA.8.EEL.8.5.b\_1** - Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household).
- **DLM.LA.8.EEL.8.5.b\_2** - Use knowledge of common words to understand the meaning of compound words.
- **DLM.LA.8.EEL.8.5.b\_3** - Demonstrate understanding of single-syllable words that comprise compound words.
- **DLM.LA.8.L.8.5.c** - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- **DLM.LA.8.EEL.8.5.c\_4** - Use descriptive words to add meaning when writing and communicating.
- **DLM.LA.8.EEL.8.5.c** - Use a variety of descriptive words to add meaning when writing and communicating.
- **DLM.LA.8.EEL.8.5.c\_1** - Use descriptive words to add meaning when writing and communicating.
- **DLM.LA.8.EEL.8.5.c\_2** - With support to identify where descriptive words could be used, add them to writing and communication.
- **DLM.LA.8.EEL.8.5.c\_3** - With support to identify descriptive words.
- **DLM.LA.8.L.8.6** - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **DLM.LA.8.EEL.8.6\_4** - Acquire and use general academic and domain-specific words and phrases.
- **DLM.LA.8.EEL.8.6** - Acquire and use general academic and domain-specific words and phrases.
- **DLM.LA.8.EEL.8.6\_1** - Acquire and use general academic and domain-specific words and phrases.
- **DLM.LA.8.EEL.8.6\_2** - Recognize an academic and domain-specific word.
- **DLM.LA.8.EEL.8.6\_3** - Respond to an academic or domain-specific word.
- **DLM.LA.9.RL.9-10** - Reading Literature
  - **DLM.LA.9..KID\_1** - Key Ideas and Details
    - **DLM.LA.9.RL.9-10.1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
    - **DLM.LA.9.EERL.9-10.1\_4** - Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.

- **DLM.LA.9.EERL.9-10.1** - Cite textual evidence that demonstrates what the text says explicitly as well as inferences drawn from the text.
- **DLM.LA.9.EERL.9-10.1\_1** - Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.
- **DLM.LA.9.EERL.9-10.1\_2** - Determine which citations demonstrate what the text says explicitly.
- **DLM.LA.9.EERL.9-10.1\_3** - Identify quotes from a text.
- **DLM.LA.9.RL.9-10.2** - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **DLM.LA.9.EERL.9-10.2\_3** - Determine the central idea of the text and select details that relate to it; recount the text.
- **DLM.LA.9.EERL.9-10.2** - Determine the central idea of the text and select details that relate to it; recount the text.
- **DLM.LA.9.EERL.9-10.2\_1** - Distinguish between the central idea and details in a text.
- **DLM.LA.9.EERL.9-10.2\_2** - Identify details from a text.
- **DLM.LA.9.RL.9-10.3** - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **DLM.LA.9.EERL.9-10.3\_4** - Describe interactions between characters.
- **DLM.LA.9.EERL.9-10.3** - Describe how characters develop and interact with other characters.
- **DLM.LA.9.EERL.9-10.3\_1** - Describe interactions between characters.
- **DLM.LA.9.EERL.9-10.3\_2** - Identify the things characters do when they interact.
- **DLM.LA.9.EERL.9-10.3\_3** - Identify words that describe characters.
- **DLM.LA.9..CS** - Craft and Structure
  - **DLM.LA.9.RL.9-10.4** - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
  - **DLM.LA.9.EERL.9-10.4\_3** - Determine the meaning of words and phrases as they are used in a text, including common analogies and figures of speech.
  - **DLM.LA.9.EERL.9-10.4** - Determine the meaning of words and phrases as they are used in a text, including common figures of speech.
  - **DLM.LA.9.EERL.9-10.4\_1** - Determine the meaning of words and phrases used in a text.
  - **DLM.LA.9.EERL.9-10.4\_2** - Identify the meaning of words used in a text.
  - **DLM.LA.9.RL.9-10.5** - Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
  - **DLM.LA.9.EERL.9-10.5\_4** - Determine the sequence of events in a story or drama.
  - **DLM.LA.9.EERL.9-10.5** - Determine the actual sequence of events in a story or drama that has a manipulated sequence (e.g., flashbacks).
  - **DLM.LA.9.EERL.9-10.5\_1** - Determine the sequence of four or more events in a story or drama.
  - **DLM.LA.9.EERL.9-10.5\_2** - Identify beginning, middle, and end of a text with a clear sequence.

- **DLM.LA.9.EERL.9-10.5\_3** - Identify events from a story.
- **DLM.LA.9.RL.9-10.6** - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- **DLM.LA.9.EERL.9-10.6\_4** - Connect the experiences of characters in a story or drama from outside of the U.S. with personal experience.
- **DLM.LA.9.EERL.9-10.6** - Compare and contrast the cultural experiences of characters in a story or drama from outside the U.S. with personal experience.
- **DLM.LA.9.EERL.9-10.6\_1** - Connect the experiences of characters in a story or drama from outside the U.S. with personal experience.
- **DLM.LA.9.EERL.9-10.6\_2** - Identify the experiences of a character in a story or drama from outside the U.S.
- **DLM.LA.9.EERL.9-10.6\_3** - Recognize a character doing an action.
- **DLM.LA.9..IKI** - Integration of Knowledge and Ideas
- **DLM.LA.9.RL.9-10.7** - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's *Musée des Beaux Arts* and Breughel's *Landscape with the Fall of Icarus*).
- **DLM.LA.9.EERL.9-10.7\_4** - Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).
- **DLM.LA.9.EERL.9-10.7** - Compare and contrast the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).
- **DLM.LA.9.EERL.9-10.7\_1** - Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).
- **DLM.LA.9.EERL.9-10.7\_2** - Match poetry with illustrations that represent them.
- **DLM.LA.9.EERL.9-10.7\_3** - Identify an illustration that depicts the topic of a poem.
- **DLM.LA.9.RL.9-10.8** - (Not applicable to literature)
- **DLM.LA.9.EERL.9-10.8** - N/A
- **DLM.LA.9.RL.9-10.9** - Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- **DLM.LA.9.EERL.9-10.9** - Identify when an author references one text to another text.
- **DLM.LA.9.EERL.9-10.9\_1** - Determine how an author has drawn upon or included references to another text.
- **DLM.LA.9.EERL.9-10.9\_2** - Identify when an author references one text to another text.
- **DLM.LA.9.EERL.9-10.9\_3** - Identify parts of two texts that are similar.
- **DLM.LA.9.EERL.9-10.9\_4** - Identify two books on the same topic.
- **DLM.LA.9..RRL** - Range of Reading and Level of Text Complexity
- **DLM.LA.9.RL.9-10.10** - By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **DLM.LA.9..BEG** - By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

- **DLM.LA.9.EERL.9-10.10** - \*\*This Essential Element references all elements above.
- **DLM.LA.9.RI.9-10** - Reading Informational Text
  - **DLM.LA.9..KID** - Key Ideas and Details
  - **DLM.LA.9.RI.9-10.1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - **DLM.LA.9.EERI.9-10.1\_4** - Determine which citations demonstrate what the text says explicitly as well as inferentially.
  - **DLM.LA.9.EERI.9-10.1\_1** - Cite textual evidence to draw inferences from the text.
  - **DLM.LA.9.EERI.9-10.1\_2** - Determine which citations demonstrate what the text says explicitly as well as inferentially.
  - **DLM.LA.9.EERI.9-10.1\_3** - Determine which citations demonstrate what the text says explicitly.
  - **DLM.LA.9.EERI.9-10.1** - Identify words from a text.
  - **DLM.LA.9.RI.9-10.2** - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  - **DLM.LA.9.EERI.9-10.2\_4** - Determine the central idea of the text and select details to support it.
  - **DLM.LA.9.EERI.9-10.2** - Determine central and key ideas throughout the text and identify details that support them.
  - **DLM.LA.9.EERI.9-10.2\_1** - Determine the central idea of the text and select details that support it.
  - **DLM.LA.9.EERI.9-10.2\_2** - Retell details from the text.
  - **DLM.LA.9.EERI.9-10.2\_3** - Recognize a detail from text.
  - **DLM.LA.9.RI.9-10.3** - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
  - **DLM.LA.9.EERI.9-10.3\_4** - Determine connections drawn between ideas or events in informational text.
  - **DLM.LA.9.EERI.9-10.3** - Determine connections drawn between ideas or events to make a point in informational text.
  - **DLM.LA.9.EERI.9-10.3\_1** - Determine connections drawn between ideas or events in informational text.
  - **DLM.LA.9.EERI.9-10.3\_2** - Recognize how ideas or events in a text are related.
  - **DLM.LA.9.EERI.9-10.3\_3** - Identify information from text.
- **DLM.LA.9..CS\_1** - Craft and Structure
  - **DLM.LA.9.RI.9-10.4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
  - **DLM.LA.9.EERI.9-10.4\_3** - Determine meanings of words and phrases in informational text including figurative language.
  - **DLM.LA.9.EERI.9-10.4\_1** - Determine meanings of words and phrases in informational text including figurative language.
  - **DLM.LA.9.EERI.9-10.4\_2** - Determine meanings of words and phrases in informational text.
  - **DLM.LA.9.EERI.9-10.4** - Recognize words and phrases used in a text.

- **DLM.LA.9.RI.9-10.5** - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **DLM.LA.9.EERI.9-10.5\_4** - Determine which sentences in a text support the claims of the author.
- **DLM.LA.9.EERI.9-10.5** - Determine the author's claims and identify which sentences support his or her claims.
- **DLM.LA.9.EERI.9-10.5\_1** - Determine which sentences in a text support the claims of the author.
- **DLM.LA.9.EERI.9-10.5\_2** - Identify one detail from an article.
- **DLM.LA.9.EERI.9-10.5\_3** - Identify a detail.
- **DLM.LA.9.RI.9-10.6** - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- **DLM.LA.9.EERI.9-10.6\_4** - Determine an author's purpose or point of view.
- **DLM.LA.9.EERI.9-10.6** - Determine an author's purpose and point of view and identify an opposing point of view.
- **DLM.LA.9.EERI.9-10.6\_1** - Determine an author's purpose or point of view.
- **DLM.LA.9.EERI.9-10.6\_2** - Identify resource based on its author's claim.
- **DLM.LA.9.EERI.9-10.6\_3** - Request a resource by topic or purpose.
- **DLM.LA.9..IKI\_1** - Integration of Knowledge and Ideas
- **DLM.LA.9.RI.9-10.7** - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- **DLM.LA.9.EERI.9-10.7** - Compare a selection of informational text about a person with another medium.
- **DLM.LA.9.EERI.9-10.7\_1** - Compare and contrast a selection from text about a person with other mediums.
- **DLM.LA.9.EERI.9-10.7\_2** - Compare a selection of informational text about a person with another medium.
- **DLM.LA.9.EERI.9-10.7\_3** - Identify that two sources refer to the same individual.
- **DLM.LA.9.EERI.9-10.7\_4** - Recognize the meaning of an informational message.
- **DLM.LA.9.RI.9-10.8** - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- **DLM.LA.9.EERI.9-10.8\_4** - Delineate statements that support an argument.
- **DLM.LA.9.EERI.9-10.8** - Use evidence and statements to support an argument.
- **DLM.LA.9.EERI.9-10.8\_1** - Delineate statements that support an argument.
- **DLM.LA.9.EERI.9-10.8\_2** - Identify a fact from a text.
- **DLM.LA.9.EERI.9-10.8\_3** - Recognize that an event occurred.
- **DLM.LA.9.RI.9-10.9** - Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail), including how they address related themes and concepts.
- **DLM.LA.9.EERI.9-10.9\_3** - Make connections between U.S. documents of historical and literary significance based on related themes and concepts.
- **DLM.LA.9.EERI.9-10.9** - Make connections between U.S. documents of historical and literary significance based on related themes and concepts.
- **DLM.LA.9.EERI.9-10.9\_1** - Recognize a historical fact.

- **DLM.LA.9.EERI.9-10.9\_2** - Classify fact and fantasy.
- **DLM.LA.9..RRL\_1** - Range of Reading and Level of Text Complexity
- **DLM.LA.9.RI.9-10.10** - By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **DLM.LA.9..BEG\_1** - By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
- **DLM.LA.9.EERI.9-10.10** - \*\*This Literature Essential Element references all elements above.
- **DLM.LA.9.W.9-10** - Writing
  - **DLM.LA.9..TTP** - Text Types and Purposes
  - **DLM.LA.9.W.9-10.1** - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
    - **DLM.LA.9.W.9-10.1.a** - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
    - **DLM.LA.9.W.9-10.1.b** - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
    - **DLM.LA.9.EEW.9-10.1.a-b\_4** - Write about a personal opinion and give more than one reason supporting and rejecting the claim.
    - **DLM.LA.9.EEW.9-10.1.a-b** - Write to express an opinion with supporting information about a topic or text and a concluding statement.
    - **DLM.LA.9.EEW.9-10.1.a-b\_1** - Write about a personal opinion and give more than one reason supporting and rejecting the claim.
    - **DLM.LA.9.EEW.9-10.1.a-b\_2** - With teacher support and guidance, write an argument to support claims with one clear reason and a piece of evidence.
    - **DLM.LA.9.EEW.9-10.1.a-b\_3** - With guidance and support, write a claim and a reason.
    - **DLM.LA.9.W.9-10.1.c** - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    - **DLM.LA.9.EEW.9-10.1.c** - N/A
    - **DLM.LA.9.W.9-10.1.d** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
    - **DLM.LA.9.EEW.9-10.1.d** - N/A
    - **DLM.LA.9.W.9-10.1.e** - Provide a concluding statement or section that follows from and supports the argument presented.
    - **DLM.LA.9.EEW.9-10.1.e** - N/A
  - **DLM.LA.9.W.9-10.2** - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
    - **DLM.LA.9.W.9-10.2.a** - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- **DLM.LA.9.W.9-10.2.b** - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- **DLM.LA.9.EEW.9-10.2.a-b\_4** - Write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed.
- **DLM.LA.9.EEW.9-10.2.a-b** - Write to convey ideas and information clearly, grouping ideas into categories including facts, details, and other information as well as graphics and multimedia as needed.
- **DLM.LA.9.EEW.9-10.2.a-b\_1** - Write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed.
- **DLM.LA.9.EEW.9-10.2.a-b\_2** - Write to convey ideas and information using clear organization as well as graphics and multimedia.
- **DLM.LA.9.EEW.9-10.2.a-b\_3** - With guidance and support, write to convey ideas.
- **DLM.LA.9.W.9-10.2.c** - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- **DLM.LA.9.EEW.9-10.2.c** - N/A
- **DLM.LA.9.W.9-10.2.d** - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- **DLM.LA.9.EEW.9-10.2.d** - N/A
- **DLM.LA.9.W.9-10.2.e** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **DLM.LA.9.EEW.9-10.2.e** - N/A
- **DLM.LA.9.W.9-10.2.f** - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- **DLM.LA.9.EEW.9-10.2.f** - N/A
- **DLM.LA.9.W.9-10.3** - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **DLM.LA.9.W.9-10.3.a** - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- **DLM.LA.9.W.9-10.3.b** - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- **DLM.LA.9.EEW.9-10.3** - Select an event or personal experience and write about it.
- **DLM.LA.9.EEW.9-10.3.a-b\_3** - Introduce an experience or situation, at least one character, and describe multiple events in sequence.
- **DLM.LA.9.EEW.9-10.3.a-b** - Introduce an experience or situation and describe it including multiple characters and events in sequence.
- **DLM.LA.9.EEW.9-10.3.a-b\_1** - Introduce an experience or situation and include at least one character or event.
- **DLM.LA.9.EEW.9-10.3.a-b\_2** - With guidance and support, write about a personal experience.
- **DLM.LA.9.W.9-10.3.c** - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

- **DLM.LA.9.EEW.9-10.3.c** - N/A
- **DLM.LA.9.W.9-10.3.d** - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- **DLM.LA.9.EEW.9-10.3.d** - N/A
- **DLM.LA.9.W.9-10.3.e** - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- **DLM.LA.9.EEW.9-10.3.e** - N/A
- **DLM.LA.9.PDW** - Production and Distribution of Writing
- **DLM.LA.9.W.9-10.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **DLM.LA.9.EEW.9-10.4\_4** - Produce writing that is appropriate to a particular task, purpose, and audience.
- **DLM.LA.9.EEW.9-10.4** - Produce coherent writing that is complete and appropriate to a particular task, purpose, and audience.
- **DLM.LA.9.EEW.9-10.4\_1** - Produce writing that is appropriate to a particular task, purpose, or audience.
- **DLM.LA.9.EEW.9-10.4\_2** - With guidance and support, produce writing that is appropriate to the task, purpose, or audience.
- **DLM.LA.9.EEW.9-10.4\_3** - With guidance and support, write.
- **DLM.LA.9.W.9-10.5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **DLM.LA.9.EEW.9-10.5\_4** - Develop writing by planning and revising own writing by adding more information.
- **DLM.LA.9.EEW.9-10.5** - Strengthen writing by planning and revising own writing and adding more information
- **DLM.LA.9.EEW.9-10.5\_1** - Develop writing by planning and revising own writing by adding more information.
- **DLM.LA.9.EEW.9-10.5\_2** - With guidance and support from adults and peers, develop writing by planning and revising own writing by adding more information.
- **DLM.LA.9.EEW.9-10.5\_3** - With guidance and support from adults and peers, add more to writing to clarify message.
- **DLM.LA.9.W.9-10.6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- **DLM.LA.9.EEW.9-10.6\_4** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products.
- **DLM.LA.9.EEW.9-10.6** - Use technology, including the Internet, to produce, publish, and update individual writing products.
- **DLM.LA.9.EEW.9-10.6\_1** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products.
- **DLM.LA.9.EEW.9-10.6\_2** - With guidance and support, use technology, including the Internet, to produce, publish, and update shared writing products.
- **DLM.LA.9.EEW.9-10.6\_3** - With guidance and support, use technology to write.

- **DLM.LA.9..RBP** - Research to Build and Present Knowledge
- **DLM.LA.9.W.9-10.7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **DLM.LA.9.EEW.9-10.7\_4** - Conduct short research projects to answer questions posed by self and others using multiple sources of information.
- ○ **DLM.LA.9.EEW.9-10.7** - Conduct short research projects to answer questions posed by self and others using multiple sources of information.
- ○ **DLM.LA.9.EEW.9-10.7\_1** - Conduct short research projects to answer questions posed by self and others using multiple sources of information.
- ○ **DLM.LA.9.EEW.9-10.7\_2** - Conduct short research projects to answer questions using one or more sources of information.
- ○ **DLM.LA.9.EEW.9-10.7\_3** - With guidance and support, answer questions based on a text or other sources of information.
- **DLM.LA.9.W.9-10.8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **DLM.LA.9.EEW.9-10.8\_4** - Select information from multiple sources and use the information to write answers to research questions.
- ○ **DLM.LA.9.EEW.9-10.8** - Select information, including quotes, from multiple sources and use the information to write answers to research questions.
- ○ **DLM.LA.9.EEW.9-10.8\_1** - Select information from multiple sources and use the information to write answers to research questions.
- ○ **DLM.LA.9.EEW.9-10.8\_2** - With guidance and support, select information from multiple sources and use the information to write answers to research questions.
- ○ **DLM.LA.9.EEW.9-10.8\_3** - With guidance and support, use information from one source to answer a question.
- **DLM.LA.9.W.9-10.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **DLM.LA.9.W.9-10.9.a** - Apply grades 9–10 Reading standards to literature (e.g., Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare] ).
- **DLM.LA.9.EEW.9-10.9** - Use information from literary and informational text to support writing.
- **DLM.LA.9.EEW.9-10.9.a\_4** - Apply Essential Elements of Grade 9-10 Reading Standards to literature (e.g., Identify when an author has drawn upon or included references to another text. ).
- ○ **DLM.LA.9.EEW.9-10.9.a** - Apply Essential Elements of Grade 9-10 Reading Standards to literature (e.g., Determine how an author has drawn upon or included references to another text. ).
- ○ **DLM.LA.9.EEW.9-10.9.a\_1** - Apply Essential Elements of Grade 9-10 Reading Standards to literature (e.g., Identify when an author references one text to another text. ).

- **DLM.LA.9.EEW.9-10.9.a\_2** - With guidance and support, apply Essential Elements of Grade 9-10 Reading Standards to literature (e.g., Identify when an author references one text to another text. ).
- **DLM.LA.9.EEW.9-10.9.a\_3** - With guidance and support from adults and peers, participate in shared writing activities that apply Essential Elements of Grade 9-10 Reading Standards to literature (e.g., Identify when an author references one text to another text. ).
- **DLM.LA.9.W.9-10.9.b** - Apply grades 9–10 Reading standards to literary nonfiction (e.g., Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning ).
- **DLM.LA.9.EEW.9-10.9.b\_4** - Apply Essential Elements of Grade 9-10 Reading Standards to informational text (e.g., Delineate statements that support an argument. ).
- **DLM.LA.9.EEW.9-10.9.b** - Apply Essential Elements of Grade 9-10 Reading Standards to informational text (e.g., Use evidence and statements to support an argument. ).
- **DLM.LA.9.EEW.9-10.9.b\_1** - Apply Essential Elements of Grade 9-10 Reading Standards to informational text (e.g., Delineate statements that support an argument. )
- **DLM.LA.9.EEW.9-10.9.b\_2** - With guidance and support, apply Essential Elements of Grade 9-10 Reading Standards to informational text (e.g., Delineate statements that support an argument. ).
- **DLM.LA.9.EEW.9-10.9.b\_3** - With guidance and support, participate in group writing activities applying Essential Elements of Grade 9-10 Reading Standards to informational text (e.g., Delineate statements that support an argument. ).
- **DLM.LA.9..RW** - Range of Writing
  - **DLM.LA.9.W.9-10.10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
  - **DLM.LA.9.EEW.9-10.10\_3** - Write routinely over time for a range of tasks, purposes, and audiences.
  - **DLM.LA.9.EEW.9-10.10** - Write routinely over time for a range of tasks, purposes, and audiences.
  - **DLM.LA.9.EEW.9-10.10\_1** - With guidance and support, write routinely over time for a variety of tasks, purposes, and audiences.
  - **DLM.LA.9.EEW.9-10.10\_2** - With guidance and support, communicate routinely for a variety of purposes and audiences.
- **DLM.LA.9.SL.9-10** - Speaking and Listening
  - **DLM.LA.9..CC** - Comprehension and Collaboration
    - **DLM.LA.9.SL.9-10.1** - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
      - **DLM.LA.9.SL.9-10.1.a** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
      - **DLM.LA.9.EESL.9-10.1** - Initiate and participate in collaborative discussions.
      - **DLM.LA.9.EESL.9-10.1.a** - Prepare for discussions by collecting information on the topic.

- **DLM.LA.9.EESL.9-10.1.a\_1** - Prepare for discussions by collecting information on the topic and referring to it in the discussion.
- **DLM.LA.9.EESL.9-10.1.a\_2** - Prepare for discussions by collecting information on the topic.
- **DLM.LA.9.EESL.9-10.1.a\_3** - Prepare for discussions by collecting information on the topic with a group.
- **DLM.LA.9.EESL.9-10.1.a\_4** - With guidance and support, prepare for a discussion by previewing pre-stored messages and then share those messages during the discussion.
- **DLM.LA.9.SL.9-10.1.b** - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- **DLM.LA.9.EESL.9-10.1.b\_4** - Work with peers to set rules for discussions.
- **DLM.LA.9.EESL.9-10.1.b** - Work with peers to set rules for discussions and follow those rules during the discussion.
- **DLM.LA.9.EESL.9-10.1.b\_1** - Work with peers to set rules for discussions.
- **DLM.LA.9.EESL.9-10.1.b\_2** - Follow rules for discussions.
- **DLM.LA.9.EESL.9-10.1.b\_3** - Follow the discussion.
- **DLM.LA.9.SL.9-10.1.c** - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- **DLM.LA.9.EESL.9-10.1.c\_4** - Ask and answer questions during a discussion.
- **DLM.LA.9.EESL.9-10.1.c** - Ask and answer questions to verify or clarify own ideas and understandings during a discussion.
- **DLM.LA.9.EESL.9-10.1.c\_1** - Ask and answer questions during a discussion.
- **DLM.LA.9.EESL.9-10.1.c\_2** - Ask or answer questions during a discussion.
- **DLM.LA.9.EESL.9-10.1.c\_3** - Participate in a discussion.
- **DLM.LA.9.SL.9-10.1.d** - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- **DLM.LA.9.EESL.9-10.1.d\_4** - Indicate agreement or disagreement with others during discussions.
- **DLM.LA.9.EESL.9-10.1.d** - Clarify own views during discussions.
- **DLM.LA.9.EESL.9-10.1.d\_1** - Indicate agreement or disagreement with others during discussions.
- **DLM.LA.9.EESL.9-10.1.d\_2** - State own views during a discussion.
- **DLM.LA.9.EESL.9-10.1.d\_3** - Participate in a discussion.
- **DLM.LA.9.SL.9-10.2** - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **DLM.LA.9.EESL.9-10.2** - Determine the credibility of information presented in diverse media or formats.
- **DLM.LA.9.EESL.9-10.2\_1** - Determine the credibility of information presented across diverse media or formats.
- **DLM.LA.9.EESL.9-10.2\_2** - Determine the credibility of information presented in diverse media or formats.
- **DLM.LA.9.EESL.9-10.2\_3** - Identify information presented in diverse media or formats.

- **DLM.LA.9.EESL.9-10.2\_4** - With guidance and support, identify information presented in diverse media or formats.
- **DLM.LA.9.SL.9-10.3** - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **DLM.LA.9.EESL.9-10.3\_4** - Determine whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported).
- **DLM.LA.9.EESL.9-10.3** - Determine whether the claims made by a speaker are credible (e.g., fact or opinion; supported or unsupported).
- **DLM.LA.9.EESL.9-10.3\_1** - Determine whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported).
- **DLM.LA.9.EESL.9-10.3\_2** - Identify whether claims made by a speaker regarding a known topic are fact or opinion.
- **DLM.LA.9.EESL.9-10.3\_3** - Identify facts about self.
- **DLM.LA.9..PKI** - Presentation of Knowledge and Ideas
- **DLM.LA.9.SL.9-10.4** - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- **DLM.LA.9.EESL.9-10.4\_4** - Present information logically with an organization that is appropriate to the purpose, audience, and task.
- **DLM.LA.9.EESL.9-10.4** - Present information and supporting evidence logically with an organization that is appropriate to the purpose, audience, and task.
- **DLM.LA.9.EESL.9-10.4\_1** - Present information logically with an organization that is appropriate to the purpose, audience, and task.
- **DLM.LA.9.EESL.9-10.4\_2** - Present information.
- **DLM.LA.9.EESL.9-10.4\_3** - Communicate with peers on an assigned topic.
- **DLM.LA.9.SL.9-10.5** - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **DLM.LA.9.EESL.9-10.5\_4** - Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.
- **DLM.LA.9.EESL.9-10.5** - Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.
- **DLM.LA.9.EESL.9-10.5\_1** - Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.
- **DLM.LA.9.EESL.9-10.5\_2** - Select an image or other digital media to add to a presentation.
- **DLM.LA.9.EESL.9-10.5\_3** - Assist with media presentation.
- **DLM.LA.9.SL.9-10.6** - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **DLM.LA.9.EESL.9-10.6\_3** - Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.

- **DLM.LA.9.EESL.9-10.6** - Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.
- **DLM.LA.9.EESL.9-10.6\_1** - Communicate in a variety of contexts and tasks using complete sentences when asked.
- **DLM.LA.9.EESL.9-10.6\_2** - Communicate in a variety of contexts.
- **DLM.LA.9.L.9-10** - Language
  - **DLM.LA.9..CSE** - Conventions of Standard English
    - **DLM.LA.9.L.9-10.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
      - **DLM.LA.9.L.9-10.1.a** - Use parallel structure.
      - **DLM.LA.9.EEL.9-10.1** - Demonstrate knowledge of the conventions of standard English grammar and usage when writing or speaking.
        - **DLM.LA.9.EEL.9-10.1.a** - N/A
        - **DLM.LA.9.L.9-10.1.b** - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
          - **DLM.LA.9.EEL.9-10.1.b\_3** - Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information.
          - **DLM.LA.9.EEL.9-10.1.b** - Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information.
            - **DLM.LA.9.EEL.9-10.1.b\_1** - Use complete sentences to convey information in spoken and written English.
            - **DLM.LA.9.EEL.9-10.1.b\_2** - Understand the meaning of words.
      - **DLM.LA.9.L.9-10.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
        - **DLM.LA.9.L.9-10.2.a** - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
          - **DLM.LA.9.EEL.9-10.2** - Demonstrate understanding of use of conventions of standard English writing.
            - **DLM.LA.9.EEL.9-10.2.a\_4** - Use correct punctuation when writing.
              - **DLM.LA.9.EEL.9-10.2.a** - Use correct punctuation when writing.
                - **DLM.LA.9.EEL.9-10.2.a\_1** - Use correct punctuation when writing.
                - **DLM.LA.9.EEL.9-10.2.a\_2** - Use correct punctuation when writing a sentence.
                - **DLM.LA.9.EEL.9-10.2.a\_3** - With guidance and support during shared writing, indicate the need to use any form of punctuation.
            - **DLM.LA.9.L.9-10.2.b** - Use a colon to introduce a list or quotation.
              - **DLM.LA.9.EEL.9-10.2.b** - N/A
            - **DLM.LA.9.L.9-10.2.c** - Spell correctly.
              - **DLM.LA.9.EEL.9-10.2.c\_4** - Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.

- **DLM.LA.9.EEL.9-10.2.c** - Spell most high-frequency words correctly and apply knowledge of word chunks including common prefixes, suffixes, and roots (morphemes) in spelling longer words.
- **DLM.LA.9.EEL.9-10.2.c\_1** - Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.
- **DLM.LA.9.EEL.9-10.2.c\_2** - With guidance and support, spell familiar single-syllable words correctly.
- **DLM.LA.9.EEL.9-10.2.c\_3** - Demonstrate knowledge of capital letters.
- **DLM.LA.9..KL** - Knowledge of Language
  - **DLM.LA.9.L.9-10.3** - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  - **DLM.LA.9.L.9-10.3.a** - Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
  - **DLM.LA.9.EEL.9-10.3\_4** - Use knowledge of language to achieve desired meaning when writing or communicating.
  - **DLM.LA.9.EEL.9-10.3.a** - Write and revise work so that it communicates clearly to the intended audience.
  - **DLM.LA.9.EEL.9-10.3** - Write and revise work using knowledge of language to achieve the desired meaning for the intended audience.
  - **DLM.LA.9.EEL.9-10.3\_1** - Write and revise work so that it communicates clearly to the intended audience.
  - **DLM.LA.9.EEL.9-10.3\_2** - Write and add more to clarify intended message.
  - **DLM.LA.9.EEL.9-10.3\_3** - Select words to communicate desired message.
- **DLM.LA.9..VAU** - Vocabulary Acquisition and Use
  - **DLM.LA.9.L.9-10.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
  - **DLM.LA.9.L.9-10.4.a** - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - **DLM.LA.9.EEL.9-10.4** - Determine or clarify the meaning of unknown and multiple-meaning words.
  - **DLM.LA.9.EEL.9-10.4.a\_3** - Use context to determine the meaning of unknown words.
  - **DLM.LA.9.EEL.9-10.4.a** - Use context to determine the meaning of unknown words.
  - **DLM.LA.9.EEL.9-10.4.a\_1** - Determine meaning of a word or phrase from context in a sentence.
  - **DLM.LA.9.EEL.9-10.4.a\_2** - Recognize the meaning of word from a picture.
  - **DLM.LA.9.L.9-10.4.b** - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
  - **DLM.LA.9.EEL.9-10.4.b** - N/A
  - **DLM.LA.9.L.9-10.4.c** - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
  - **DLM.LA.9.EEL.9-10.4.c\_3** - Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
  - **DLM.LA.9.EEL.9-10.4.c** - Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.

- **DLM.LA.9.EEL.9-10.4.c\_1** - With guidance and support, consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
- **DLM.LA.9.EEL.9-10.4.c\_2** - Asks for clarification when needed.
- **DLM.LA.9.L.9-10.4.d** - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **DLM.LA.9.EEL.9-10.4.d** - See EEL.9- 10.4.c. above.
- **DLM.LA.9.L.9-10.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **DLM.LA.9.L.9-10.5.a** - Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- **DLM.LA.9.EEL.9-10.5** - Demonstrate understanding of multiple meaning of words and figurative language.
- **DLM.LA.9.EEL.9-10.5.a\_3** - Distinguish understanding of multiple meaning of words and figures of speech.
- **DLM.LA.9.EEL.9-10.5.a** - Distinguish understanding of multiple meaning of words and figures of speech.
- **DLM.LA.9.EEL.9-10.5.a\_1** - Recognize when a multiple meaning word is used two ways.
- **DLM.LA.9.EEL.9-10.5.a\_2** - Respond to the use of a word in two ways.
- **DLM.LA.9.L.9-10.5.b** - Analyze nuances in the meaning of words with similar denotations.
- **DLM.LA.9.EEL.9-10.5.b** - N/A
- **DLM.LA.9.L.9-10.6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **DLM.LA.9.EEL.9-10.6\_4** - Acquire and use general academic and domain-specific words and phrases.
- **DLM.LA.9.EEL.9-10.6** - Acquire and use general academic and domain-specific words and phrases common to the student's experience.
- **DLM.LA.9.EEL.9-10.6\_1** - Acquire and use general academic and domain-specific words and phrases.
- **DLM.LA.9.EEL.9-10.6\_2** - Recognize general academic language.
- **DLM.LA.9.EEL.9-10.6\_3** - Respond to general academic language.
- **DLM.LA.11.RL.11-12** - Reading Literature
  - **DLM.LA.11..KID** - Key Ideas and Details
    - **DLM.LA.11.RL.11-12.1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
    - **DLM.LA.11.EERL.11-12.1\_4** - Cite textual evidence to determine where the text leaves matters uncertain.
    - **DLM.LA.11.EERL.11-12.1** - Cite evidence to support inferences when the text leaves matters uncertain.
    - **DLM.LA.11.EERL.11-12.1\_1** - Cite textual evidence to determine where the text leaves matters uncertain.
    - **DLM.LA.11.EERL.11-12.1\_2** - Recognize when the text leaves matters uncertain.
    - **DLM.LA.11.EERL.11-12.1\_3** - With guidance and support, recognize when a story does not answer a question.
  - **DLM.LA.11.RL.11-12.2** - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

- **DLM.LA.11.EERL.11-12.2\_4** - Provide a summary of an unfamiliar text.
- **DLM.LA.11.EERL.11-12.2** - Provide an objective summary of an unfamiliar text.
- **DLM.LA.11.EERL.11-12.2\_1** - Provide a summary of an unfamiliar text.
- **DLM.LA.11.EERL.11-12.2\_2** - Provide a summary of a portion of a text.
- **DLM.LA.11.EERL.11-12.2\_3** - Identify a title for a text.
- **DLM.LA.11.RL.11-12.3** - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- **DLM.LA.11.EERL.11-12.3\_4** - Explain how characters develop over the course of a story.
- **DLM.LA.11.EERL.11-12.3** - Explain how story elements impact how characters develop over the course of the story.
- **DLM.LA.11.EERL.11-12.3\_1** - Explain how characters develop over the course of a story.
- **DLM.LA.11.EERL.11-12.3\_2** - Describe a character.
- **DLM.LA.11.EERL.11-12.3\_3** - Identify a word that describes a character.
- **DLM.LA.11.CS** - Craft and Structure
- **DLM.LA.11.RL.11-12.4** - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- **DLM.LA.11.EERL.11-12.4\_4** - Determine how words or phrases with multiple meanings have an impact on meaning or tone of a text.
- **DLM.LA.11.EERL.11-12.4** - Give two or more examples of how the author's choices of words and phrases impact the meaning(s) and tone of the story.
- **DLM.LA.11.EERL.11-12.4\_1** - Determine how words or phrases with multiple meanings have an impact on meaning or tone of a text.
- **DLM.LA.11.EERL.11-12.4\_2** - Identify meaning of multiple meaning words as they are used in a text.
- **DLM.LA.11.EERL.11-12.4\_3** - Identify the meaning of words as they are used in a text.
- **DLM.LA.11.RL.11-12.5** - Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- **DLM.LA.11.EERL.11-12.5\_4** - Determine how the author's choice of where to end the story contributes to the meaning.
- **DLM.LA.11.EERL.11-12.5** - Explain how the story would be different if the author chose to end it at a different point.
- **DLM.LA.11.EERL.11-12.5\_1** - Determine how the author's choice of where to end the story contributes to the meaning.
- **DLM.LA.11.EERL.11-12.5\_2** - Identify alternative endings that match the overall meaning of the story.
- **DLM.LA.11.EERL.11-12.5\_3** - Identify the beginning and ending of a story.

- **DLM.LA.11.RL.11-12.6** - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- **DLM.LA.11.EERL.11-12.6\_4** - Identify the intended meaning to match what an author wrote.
- **DLM.LA.11.EERL.11-12.6** - Describe the difference between what the author or a character said and what he or she really meant.
- **DLM.LA.11.EERL.11-12.6\_1** - Identify the intended meaning to match what an author wrote.
- **DLM.LA.11.EERL.11-12.6\_2** - Recognize the literal meaning of what the author said.
- **DLM.LA.11.EERL.11-12.6\_3** - Identify something a character said.
- **DLM.LA.11..IKI** - Integration of Knowledge and Ideas
- **DLM.LA.11.RL.11-12.7** - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
- **DLM.LA.11.EERL.11-12.7\_4** - 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.
- **DLM.LA.11.EERL.11-12.7\_1** - Compare and contrast two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.
- **DLM.LA.11.EERL.11-12.7\_2** - 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.
- **DLM.LA.11.EERL.11-12.7\_3** - Compare a familiar story with a video version of the same story.
- **DLM.LA.11.EERL.11-12.7** - Identify the familiar book that matches a video version of the same story.
- **DLM.LA.11.RL.11-12.8** - (Not applicable to literature)
- **DLM.LA.11.EERL.11-12.8** - N/A
- **DLM.LA.11.RL.11-12.9** - Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- **DLM.LA.11.EERL.11-12.9\_4** - Compare and contrast elements of American literature to other literary works, self, or one's world. (Compare themes, topics, locations, context, and point of view.)
- **DLM.LA.11.EERL.11-12.9** - Analyze how elements of American literature relate to other literary works, self, and the world.
- **DLM.LA.11.EERL.11-12.9\_1** - Compare and contrast elements of American literature to other literary works, texts, self, or one's world. (Compare themes, topics, locations, context, and point of view.)
- **DLM.LA.11.EERL.11-12.9\_2** - Compare and contrast elements of American literature to self.
- **DLM.LA.11.EERL.11-12.9\_3** - Identify similarities between elements of American literature and self.
- **DLM.LA.11..RRL** - Range of Reading and Level of Text Complexity
- **DLM.LA.11.RL.11-12.10** - By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **DLM.LA.11.EERL.11-12.10** - \*\*This Literature Essential Element references all elements above.
- **DLM.LA.11.RI.11-12** - Reading Informational Text

- **DLM.LA.11..KID\_1** - Key Ideas and Details
  - **DLM.LA.11.RI.11-12.1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
  - **DLM.LA.11.EERI.11-12.1\_4** - Cite textual evidence to determine where informational text leaves matters uncertain.
  - **DLM.LA.11.EERI.11-12.1** - Cite evidence to show how information that is missing or leaves matters uncertain in the text impacts meaning(s) and purpose.
  - **DLM.LA.11.EERI.11-12.1\_1** - Cite textual evidence to determine where informational text leaves matters uncertain.
  - **DLM.LA.11.EERI.11-12.1\_2** - Identify meaning(s) and purpose of the text.
  - **DLM.LA.11.EERI.11-12.1\_3** - Identify types of informational texts.
  - **DLM.LA.11.RI.11-12.2** - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
  - **DLM.LA.11.EERI.11-12.2\_4** - Provide a summary of an informational text.
  - **DLM.LA.11.EERI.11-12.2\_3** - Provide a summary of an informational text for a specified purpose.
  - **DLM.LA.11.EERI.11-12.2** - Provide a summary of an informational text.
  - **DLM.LA.11.EERI.11-12.2\_1** - Provide a summary of a portion of a text.
  - **DLM.LA.11.EERI.11-12.2\_2** - Identify forms of media.
  - **DLM.LA.11.RI.11-12.3** - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
  - **DLM.LA.11.EERI.11-12.3\_4** - Explain how specific events develop over the course of the text.
  - **DLM.LA.11.EERI.11-12.3** - Explain how several events develop and interact over the course of the text.
  - **DLM.LA.11.EERI.11-12.3\_1** - Explain how specific events develop over the course of the text.
  - **DLM.LA.11.EERI.11-12.3\_2** - Identify the relationship between events in an informational text.
  - **DLM.LA.11.EERI.11-12.3\_3** - Match informational sources.
- **DLM.LA.11..CS\_1** - Craft and Structure
  - **DLM.LA.11.RI.11-12.4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
  - **DLM.LA.11.EERI.11-12.4\_4** - Determine the meaning of words or phrases within an informational text.
  - **DLM.LA.11.EERI.11-12.4** - Determine the meaning of phrases used in an informational text.
  - **DLM.LA.11.EERI.11-12.4\_1** - Determine the meaning of words or phrases within an informational text.
  - **DLM.LA.11.EERI.11-12.4\_2** - Identify the meaning of words.
  - **DLM.LA.11.EERI.11-12.4\_3** - Match a word to a picture from a text.
  - **DLM.LA.11.RI.11-12.5** - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
  - **DLM.LA.11.EERI.11-12.5\_4** - Determine how the author's choice of where to make an argument contributes to the meaning.

- **DLM.LA.11.EERI.11-12.5** - Explain how the author's choice of structure makes an argument more convincing.
- **DLM.LA.11.EERI.11-12.5\_1** - Determine how the author's choice of where to make an argument contributes to the meaning.
- **DLM.LA.11.EERI.11-12.5\_2** - Identify key words that support author's choice of structure.
- **DLM.LA.11.EERI.11-12.5\_3** - Identify bold words.
- **DLM.LA.11.RI.11-12.6** - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
- **DLM.LA.11.EERI.11-12.6\_4** - Determine how the author's style affects the purpose of the text.
- **DLM.LA.11.EERI.11-12.6** - Determine the author's point of view and explain how the author's style affects the purpose of the text.
- **DLM.LA.11.EERI.11-12.6\_1** - Determine how the author's style affects the purpose of the text.
- **DLM.LA.11.EERI.11-12.6\_2** - Determine an author's purpose.
- **DLM.LA.11.EERI.11-12.6\_3** - Identify the purpose of informational text.
- **DLM.LA.11..IKI\_1** - Integration of Knowledge and Ideas
- **DLM.LA.11.RI.11-12.7** - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **DLM.LA.11.EERI.11-12.7\_4** - Analyze information presented in different media on related topics to answer questions or solve problems.
- **DLM.LA.11.EERI.11-12.7** - Compare and analyze information presented from different media to answer questions or solve problems.
- **DLM.LA.11.EERI.11-12.7\_1** - Analyze information presented in different media on related topics to answer questions or solve problems.
- **DLM.LA.11.EERI.11-12.7\_2** - Use visually presented material to answer questions.
- **DLM.LA.11.EERI.11-12.7\_3** - Attend to text in various media.
- **DLM.LA.11.RI.11-12.8** - Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- **DLM.LA.11.EERI.11-12.8\_4** - Explain how U.S. texts inform citizens' rights.
- **DLM.LA.11.EERI.11-12.8** - Evaluate and explain how U.S. texts inform citizens' rights to advocate.
- **DLM.LA.11.EERI.11-12.8\_1** - Explain how U.S. texts inform citizens' rights.
- **DLM.LA.11.EERI.11-12.8\_2** - Identify U.S. citizens' rights.
- **DLM.LA.11.EERI.11-12.8\_3** - Recognize U.S. citizens' rights.
- **DLM.LA.11.RI.11-12.9** - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
- **DLM.LA.11.EERI.11-12.9\_4** - Determine the purposes of foundational U. S. documents of historical significance.
- **DLM.LA.11.EERI.11-12.9** - Compare and contrast foundational U.S. documents of historical significance for their purposes.

- **DLM.LA.11.EERI.11-12.9\_1** - Determine the purposes of foundational U.S. documents of historical significance.
- **DLM.LA.11.EERI.11-12.9\_2** - Identify important U.S. documents.
- **DLM.LA.11.EERI.11-12.9\_3** - Match significant U.S. documents with their representations.
- **DLM.LA.11..RRL\_1** - Range of Reading and Level of Text Complexity
- **DLM.LA.11.RI.11-12.10** - By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **DLM.LA.11.EERI.11-12.10** - \*\*This Essential Element references all elements above.
- **DLM.LA.11.W.11-12** - Writing
- **DLM.LA.11..TTP** - Text Types and Purposes
- **DLM.LA.11.W.11-12.1** - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **DLM.LA.11.W.11-12.1.a** - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- **DLM.LA.11.W.11-12.1.b** - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **DLM.LA.11.EEW.11-12.1.a-b\_4** - Write to express an opinion with supporting information about a topic or text and a concluding statement.
- **DLM.LA.11.EEW.11-12.1.a-b** - Write an argument to support a claim, introduce counter claims, and provide reasons or evidence from multiple sources.
- **DLM.LA.11.EEW.11-12.1.a-b\_1** - Write to express an opinion with supporting information about a topic or text and a concluding statement.
- **DLM.LA.11.EEW.11-12.1.a-b\_2** - Write a claim and an argument to support it with one clear reason or piece of evidence.
- **DLM.LA.11.EEW.11-12.1.a-b\_3** - With guidance and support, write a claim.
- **DLM.LA.11.W.11-12.1.c** - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- **DLM.LA.11.EEW.11-12.1.c** - N/A
- **DLM.LA.11.W.11-12.1.d** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **DLM.LA.11.EEW.11-12.1.d** - N/A
- **DLM.LA.11.W.11-12.1.e** - Provide a concluding statement or section that follows from and supports the argument presented.
- **DLM.LA.11.EEW.11-12.1.e** - N/A
- **DLM.LA.11.W.11-12.2** - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- **DLM.LA.11.W.11-12.2.a** - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- **DLM.LA.11.W.11-12.2.b** - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- **DLM.LA.11.EEW.11-12.2.a-b\_3** - Write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed.
- **DLM.LA.11.EEW.11-12.2.a-b** - Write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed.
- **DLM.LA.11.EEW.11-12.2.a-b\_1** - Write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed.
- **DLM.LA.11.EEW.11-12.2.a-b\_2** - With guidance and support, write to convey ideas and information.
- **DLM.LA.11.W.11-12.2.c** - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- **DLM.LA.11.EEW.11-12.2.c** - N/A
- **DLM.LA.11.W.11-12.2.d** - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- **DLM.LA.11.EEW.11-12.2.d** - N/A
- **DLM.LA.11.W.11-12.2.e** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **DLM.LA.11.EEW.11-12.2.e** - N/A
- **DLM.LA.11.W.11-12.2.f** - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- **DLM.LA.11.EEW.11-12.2.f** - N/A
- **DLM.LA.11.W.11-12.3** - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **DLM.LA.11.W.11-12.3.a** - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- **DLM.LA.11.W.11-12.3.b** - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- **DLM.LA.11.W.11-12.3.c** - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- **DLM.LA.11.EEW.11-12.3** - Select an event or personal experience and write about it.
- **DLM.LA.11.EEW.11-12.3.a-c** - Introduce an experience or situation, at least one character, and describe multiple events in sequence.

- **DLM.LA.11.EEW.11-12.3.a-c\_1** - Introduce an experience or situation including multiple characters and the description of multiple events in sequence.
- **DLM.LA.11.EEW.11-12.3.a-c\_2** - Introduce an experience or situation, at least one character, and describe multiple events in sequence.
- **DLM.LA.11.EEW.11-12.3.a-c\_3** - Introduce an experience or situation describing at least one character and one event.
- **DLM.LA.11.EEW.11-12.3.a-c\_4** - With guidance and support, write about a personal experience.
- **DLM.LA.11.W.11-12.3.d** - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- **DLM.LA.11.EEW.11-12.3.d** - N/A
- **DLM.LA.11.W.11-12.3.e** - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- **DLM.LA.11.EEW.11-12.3.e** - N/A
- **DLM.LA.11.PDW** - Production and Distribution of Writing
- **DLM.LA.11.W.11-12.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **DLM.LA.11.EEW.11-12.4\_3** - Produce writing that is appropriate to a particular task, purpose, and audience.
- **DLM.LA.11.EEW.11-12.4** - Produce writing that is appropriate to a particular task, purpose, and audience.
- **DLM.LA.11.EEW.11-12.4\_1** - With guidance and support, produce writing that is appropriate to the task, purpose, or audience.
- **DLM.LA.11.EEW.11-12.4\_2** - With guidance and support, write.
- **DLM.LA.11.W.11-12.5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **DLM.LA.11.EEW.11-12.5\_4** - Develop and strengthen writing as needed by planning, revising, editing, and rewriting.
- **DLM.LA.11.EEW.11-12.5** - Develop and strengthen writing as needed by planning, revising, editing, and rewriting for a specific purpose and audience.
- **DLM.LA.11.EEW.11-12.5\_1** - Develop and strengthen writing as needed by planning, revising, editing, and rewriting.
- **DLM.LA.11.EEW.11-12.5\_2** - Develop and strengthen writing by planning and writing.
- **DLM.LA.11.EEW.11-12.5\_3** - With guidance and support, develop and strengthen writing by planning and revising.
- **DLM.LA.11.W.11-12.6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **DLM.LA.11.EEW.11-12.6\_4** - Use technology, including the Internet, to produce, publish and update an individual or shared writing project.
- **DLM.LA.11.EEW.11-12.6** - Use technology, including the Internet, to produce, publish, revise, and update individual writing products based on feedback.

- **DLM.LA.11.EEW.11-12.6\_1** - Use technology, including the Internet, to produce, publish, and update an individual or shared writing project.
- **DLM.LA.11.EEW.11-12.6\_2** - Use technology, including the Internet, to produce an individual or shared writing project.
- **DLM.LA.11.EEW.11-12.6\_3** - Use technology to produce a writing sample.
- **DLM.LA.11..RBP** - Research to Build and Present Knowledge
- **DLM.LA.11.W.11-12.7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **DLM.LA.11.EEW.11-12.7\_4** - Conduct short research projects to answer questions posed by self and others using multiple sources of information.
- **DLM.LA.11.EEW.11-12.7** - Conduct research projects to answer questions posed by self and others using multiple sources of information.
- **DLM.LA.11.EEW.11-12.7\_1** - Conduct short research projects to answer questions posed by self and others using multiple sources of information.
- **DLM.LA.11.EEW.11-12.7\_2** - Conduct short research projects to answer questions using one or more sources of information.
- **DLM.LA.11.EEW.11-12.7\_3** - With guidance and support, answer questions based on a text or other source of information.
- **DLM.LA.11.W.11-12.8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
- **DLM.LA.11.EEW.11-12.8\_4** - Select information from multiple sources and use the information to write answers to research questions.
- **DLM.LA.11.EEW.11-12.8** - Select information, including quotes, from multiple sources and use the information to write answers to research questions.
- **DLM.LA.11.EEW.11-12.8\_1** - Select information from multiple sources and use the information to write answers to research questions.
- **DLM.LA.11.EEW.11-12.8\_2** - With guidance and support, select information from multiple sources and use the information to write answers to research questions.
- **DLM.LA.11.EEW.11-12.8\_3** - With guidance and support, use information from one source to answer a question.
- **DLM.LA.11.W.11-12.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **DLM.LA.11.W.11-12.9.a** - Apply grades 11–12 Reading standards to literature (e.g., Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics ).
- **DLM.LA.11.EEW.11-12.9** - Cite evidence from literary or informational texts.

- **DLM.LA.11.EEW.11-12.9.a\_3** - Apply Grades 11-12 Essential Elements for Reading Standards to literature (e.g., Compare and contrast elements of American literature to other literary works, self, or one's world. [Compare themes, topics, locations, context, and point of view]. ).
- **DLM.LA.11.EEW.11-12.9.a** - Apply Grades 11-12 Essential Elements for Reading Standards to literature (e.g., Compare and contrast elements of American literature to other literary works, self, or one's world. [Compare themes, topics, locations, context, and point of view]. ).
- **DLM.LA.11.EEW.11-12.9.a\_1** - With guidance and support, apply Grades 11-12 Essential Elements for Reading Standards to literature (e.g., Compare and contrast elements of American literature to other literary works, self, or one's world. [Compare themes, topics, locations, context, and point of view]. ).
- **DLM.LA.11.EEW.11-12.9.a\_2** - With guidance and support from adults and peers, participate in shared writing activities that apply Grades 11-12 Essential Elements for Reading Standards to literature (e.g., Compare and contrast elements of American literature to other literary works, self, or one's world. [Compare themes, topics, locations, context, and point of view]. ).
- **DLM.LA.11.W.11-12.9.b** - Apply grades 11-12 Reading standards to literary nonfiction (e.g., Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses] ).
- **DLM.LA.11.EEW.11-12.9.b\_2** - Apply Essential Elements of Grade 11-12 Reading Standards to nonfictional or informational texts (e.g., Explain how U.S. texts inform citizens' rights. ).
- **DLM.LA.11.EEW.11-12.9.b** - Apply Essential Elements of Grade 11-12 Reading Standards to nonfictional or informational texts (e.g., Explain how U.S. texts inform citizens' rights. ).
- **DLM.LA.11.EEW.11-12.9.b\_1** - With guidance and support, apply Essential Elements of Grade 11-12 Reading Standards to nonfictional or informational texts (e.g., Explain how U.S. texts inform citizens' rights. ).
- **DLM.LA.11.EEW.9-10.9.b** - With guidance and support from adults and peers, participate in shared writing activities that apply Essential Elements of Grade 11-12 Reading Standards to nonfictional or informational texts (e.g., Explain how U.S. texts inform citizens' rights. ).
- **DLM.LA.11..RW** - Range of Writing
  - **DLM.LA.11.W.11-12.10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
  - **DLM.LA.11.EEW.11-12.10** - Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.
  - **DLM.LA.11.EEW.11-12.10\_1** - Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.
  - **DLM.LA.11.EEW.11-12.10\_2** - Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.
  - **DLM.LA.11.EEW.11-12.10\_3** - Write routinely for a range of tasks, purposes, and audiences.
  - **DLM.LA.11.EEW.11-12.10\_4** - With guidance and support, write for a variety of purposes and audiences.
- **DLM.LA.11.SL.11-12** - Speaking and Listening
- **DLM.LA.11..CC** - Comprehension and Collaboration

- **DLM.LA.11.SL.11-12.1** - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **DLM.LA.11.SL.11-12.1.a** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- **DLM.LA.11.EESL.11-12.1** - Initiate and participate in collaborative discussions.
- **DLM.LA.11.EESL.11-12.1.a\_4** - Prepare for discussions by collecting information on the topic.
- **DLM.LA.11.EESL.11-12.1.a** - Prepare for discussions by collecting information on the topic and referring to it in the discussion.
- **DLM.LA.11.EESL.11-12.1.a\_1** - Prepare for discussions by collecting information on the topic.
- **DLM.LA.11.EESL.11-12.1.a\_2** - Prepare for discussions by collecting information on the topic with a group.
- **DLM.LA.11.EESL.11-12.1.a\_3** - With guidance and support, prepare for a discussion by previewing pre-stored messages and then share those messages during the discussion.
- **DLM.LA.11.SL.11-12.1.b** - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- **DLM.LA.11.EESL.11-12.1.b\_3** - Work with peers to set rules, goals, and deadlines to promote democratic discussions.
- **DLM.LA.11.EESL.11-12.1.b** - Work with peers to set rules, goals, and deadlines to promote democratic discussions.
- **DLM.LA.11.EESL.11-12.1.b\_1** - Work with peers to set rules for discussions.
- **DLM.LA.11.EESL.11-12.1.b\_2** - Follow rules during discussions with peers.
- **DLM.LA.11.SL.11-12.1.c** - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- **DLM.LA.11.EESL.11-12.1.c\_4** - Ask and answer questions to verify or clarify own ideas and understandings during a discussion.
- **DLM.LA.11.EESL.11-12.1.c** - Ask and answer questions to verify or clarify ideas and understandings gained from content reading during discussions.
- **DLM.LA.11.EESL.11-12.1.c\_1** - Ask and answer questions to verify or clarify own ideas and understandings during a discussion.
- **DLM.LA.11.EESL.11-12.1.c\_2** - Ask and answer questions during a discussion.
- **DLM.LA.11.EESL.11-12.1.c\_3** - With guidance and support, ask or answer questions during a discussion.
- **DLM.LA.11.SL.11-12.1.d** - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- **DLM.LA.11.EESL.11-12.1.d\_4** - Restate comments or claims made by others during a discussion.
- **DLM.LA.11.EESL.11-12.1.d** - Summarize comments or claims made by others during a discussion.
- **DLM.LA.11.EESL.11-12.1.d\_1** - Restate comments or claims made by others during a discussion.

- **DLM.LA.11.EESL.11-12.1.d\_2** - Restate a comment or claim made by another.
- **DLM.LA.11.EESL.11-12.1.d\_3** - Make a comment or claim during a discussion.
- **DLM.LA.11.SL.11-12.2** - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- **DLM.LA.11.EESL.11-12.2\_3** - Determine the credibility and accuracy of information presented across diverse media or formats.
- **DLM.LA.11.EESL.11-12.2** - Determine the credibility and accuracy of information presented across diverse media or formats.
- **DLM.LA.11.EESL.11-12.2\_1** - Determine the credibility of information presented in diverse media or formats.
- **DLM.LA.11.EESL.11-12.2\_2** - With guidance and support, identify information presented in diverse media or formats.
- **DLM.LA.11.SL.11-12.3** - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- **DLM.LA.11.EESL.11-12.3\_3** - Determine whether the claims made by a speaker are credible (e.g., fact or opinion; supported or unsupported).
- **DLM.LA.11.EESL.11-12.3** - Determine whether the claims made by a speaker are credible (e.g., fact or opinion; supported or unsupported).
- **DLM.LA.11.EESL.11-12.3\_1** - Determine whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported).
- **DLM.LA.11.EESL.11-12.3\_2** - Identify facts about self and state opinions.
- **DLM.LA.11..PKI** - Presentation of Knowledge and Ideas
- **DLM.LA.11.SL.11-12.4** - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- **DLM.LA.11.EESL.11-12.4\_4** - Present information and findings as well as alternative or opposing information, with an organization that is appropriate to the purpose, audience, and task.
- **DLM.LA.11.EESL.11-12.4** - Organize and present information and findings as well as alternative or opposing information, with an organization that is appropriate to the purpose, audience, and task.
- **DLM.LA.11.EESL.11-12.4\_1** - Present information and findings as well as alternative or opposing information, with an organization that is appropriate to the purpose, audience, and task.
- **DLM.LA.11.EESL.11-12.4\_2** - Present information logically with an organization that is appropriate to purpose, audience, and task.
- **DLM.LA.11.EESL.11-12.4\_3** - With guidance and support, present prepared information.
- **DLM.LA.11.SL.11-12.5** - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **DLM.LA.11.EESL.11-12.5\_4** - Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.

- **DLM.LA.11.EESL.11-12.5\_1** - Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.
- **DLM.LA.11.EESL.11-12.5\_2** - Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.
- **DLM.LA.11.EESL.11-12.5\_3** - Select an image or other digital media to add to a presentation.
- **DLM.LA.11.EESL.11-12.5** - Assist with media presentation.
- **DLM.LA.11.SL.11-12.6** - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- **DLM.LA.11.EESL.11-12.6** - Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.
- **DLM.LA.11.EESL.11-12.6\_1** - Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.
- **DLM.LA.11.EESL.11-12.6\_2** - Communicate in a variety of contexts and tasks using complete sentences when asked.
- **DLM.LA.11.EESL.11-12.6\_3** - Communicate in a variety of contexts.
- **DLM.LA.11.L.11-12** - Language
  - **DLM.LA.11..CSE** - Conventions of Standard English
    - **DLM.LA.11.L.11-12.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - **DLM.LA.11.L.11-12.1.a** - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
    - **DLM.LA.11.EEL.11-12.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - **DLM.LA.11.EEL.11-12.1.a\_3** - Apply understandings that conventions of English are required in some forms of communication (e.g., writing a letter to advocate for something) but not in others (e.g., writing an e-mail or a text message to a friend).
    - **DLM.LA.11.EEL.11-12.1.a** - Apply understandings that conventions of English are required in some forms of communication (e.g., writing a letter to advocate for something) but not in others (e.g., writing an e-mail or a text message to a friend).
    - **DLM.LA.11.EEL.11-12.1.a\_1** - Write a variety of forms of communication to accomplish different purposes.
    - **DLM.LA.11.EEL.11-12.1.a\_2** - Use language to meet a variety of communication purposes.
    - **DLM.LA.11.L.11-12.1.b** - Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
    - **DLM.LA.11.EEL.11-12.1.b\_4** - Use appropriate resources to resolve issues involving grammar usage, punctuation, and spelling (e.g., end of sentence punctuation, commas, question marks, exclamation points, hyphenation, parentheses, and colons).
    - **DLM.LA.11.EEL.11-12.1.b** - Select the appropriate resource from a collection to resolve issues involving grammar usage, punctuation, and spelling.

- **DLM.LA.11.EEL.11-12.1.b\_1** - Use appropriate resources to resolve issues involving grammar usage, punctuation, and spelling (e.g., end of sentence punctuation, commas, question marks, exclamation points, hyphenation, parentheses, and colons).
- **DLM.LA.11.EEL.11-12.1.b\_2** - Use resources to resolve issues involving spelling and word choice.
- **DLM.LA.11.EEL.11-12.1.b\_3** - Identify words.
- **DLM.LA.11.L.11-12.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **DLM.LA.11.L.11-12.2.a** - Observe hyphenation conventions.
- **DLM.LA.11.EEL.11-12.2\_4** - Apply knowledge of conventions of English grammar to convey desired meaning in writing and communication.
- **DLM.LA.11.EEL.11-12.2\_1** - Apply knowledge of conventions of English grammar to convey desired meaning in writing and communication.
- **DLM.LA.11.EEL.11-12.2\_2** - Apply knowledge of conventions of English grammar to convey desired meaning in writing and communication.
- **DLM.LA.11.EEL.11-12.2\_3** - Use language to apply knowledge of conventions of English grammar to convey desired meaning in writing and communicate desired meaning.
- **DLM.LA.11.EEL.11-12.2** - Use language to communicate.
- **DLM.LA.11.L.11-12.2.b** - Spell correctly.
- **DLM.LA.11.EEL.11-12.2.b** - N/A
- **DLM.LA.11..KL** - Knowledge of Language
  - **DLM.LA.11.L.11-12.3** - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  - **DLM.LA.11.L.11-12.3.a** - Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
  - **DLM.LA.11.EEL.11-12.3** - Use knowledge of language to achieve desired meaning when writing or communicating.
  - **DLM.LA.11.EEL.11-12.3.a\_4** - Vary sentence structure using a variety of simple and compound sentence structures.
  - **DLM.LA.11.EEL.11-12.3.a** - Use varied sentence structure in a single written product or communication exchange.
  - **DLM.LA.11.EEL.11-12.3.a\_1** - Vary sentence structure using a variety of simple and compound sentence structures.
  - **DLM.LA.11.EEL.11-12.3.a\_2** - Uses grammatically correct simple sentence structures in writing and communication.
  - **DLM.LA.11.EEL.11-12.3.a\_3** - Combines 2-3 words according to grammatical rules to write or communicate.
- **DLM.LA.11..VAU** - Vocabulary Acquisition and Use
  - **DLM.LA.11.L.11-12.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
  - **DLM.LA.11.L.11-12.4.a** - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- **DLM.LA.11.EEL.11-12.4** - Demonstrate knowledge of the meaning of words and phrases drawn reading and academic content.
- **DLM.LA.11.EEL.11-12.4.a\_3** - Use context to determine the meaning of unknown words.
- **DLM.LA.11.EEL.11-12.4.a** - Use context to determine the meaning of unknown words.
- **DLM.LA.11.EEL.11-12.4.a\_1** - Determine the meaning of a word in a sentence.
- **DLM.LA.11.EEL.11-12.4.a\_2** - Recognize the meaning of word from a picture.
- **DLM.LA.11.L.11-12.4.b** - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- **DLM.LA.11.EEL.11-12.4.b** - N/A
- **DLM.LA.11.L.11-12.4.c** - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- **DLM.LA.11.EEL.11-12.4.c** - N/A
- **DLM.LA.11.L.11-12.4.d** - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **DLM.LA.11.EEL.11-12.4.d\_4** - Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
- **DLM.LA.11.EEL.11-12.4.d** - Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
- **DLM.LA.11.EEL.11-12.4.d\_1** - Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
- **DLM.LA.11.EEL.11-12.4.d\_2** - With guidance and support, consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
- **DLM.LA.11.EEL.11-12.4.d\_3** - Ask for clarification when needed.
- **DLM.LA.11.L.11-12.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **DLM.LA.11.L.11-12.5.a** - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- **DLM.LA.11.EEL.11-12.5** - Demonstrate understanding of figurative language and words relationships.
- **DLM.LA.11.EEL.11-12.5.a\_3** - Interpret simple figures of speech encountered while reading or listening.
- **DLM.LA.11.EEL.11-12.5.a** - Interpret simple figures of speech encountered while reading or listening.
- **DLM.LA.11.EEL.11-12.5.a\_1** - Understand common idioms and figures of speech.
- **DLM.LA.11.EEL.11-12.5.a\_2** - Understand common phrases.
- **DLM.LA.11.L.11-12.5.b** - Analyze nuances in the meaning of words with similar denotations.
- **DLM.LA.11.EEL.11-12.5.b** - N/A
- **DLM.LA.11.L.11-12.6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- **DLM.LA.11.EEL.11-12.6\_3** - Use academic and domain-specific words and phrases for communication appropriate for the student's educational plans and career goals.
- **DLM.LA.11.EEL.11-12.6\_1** - Use academic and domain-specific words and phrases for communication appropriately for one's own educational plans and career goals.
- **DLM.LA.11.EEL.11-12.6\_2** - Use academic and domain-specific words and phrases when writing and for communication.
- **DLM.LA.11.EEL.11-12.6** - Demonstrate understanding of general academic language.